

INTER-UNIVERSITY BOARD OF INDIA

PROCEEDINGS

OF THE

THIRTY-SIXTH ANNUAL MEETING

HELD AT

THE KARNATAK UNIVERSITY

ON

2nd & 3rd February, 1961.

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Inter-University Board of India

List Of Members 1960-61

1. Sir Nicholas Attygalle, F.R.C.S. (Eng.), F.R.C.O.G. (Gt. Brit), D.L.O. (Lond.), L.M.S. (Ceylon), Vice-Chancellor, University of Ceylon, Peradeniya. (*President*)
2. Sri K. P. Bhatnagar, M.A., LL B., M.L.C., Vice-Chancellor, Agra University, Agra
Dr. L. P. Mathur, D Sc., Vice-Chancellor, Agra University, Agra, from January 1961
3. Col. B. H. Zaidi, B A., Bar-at-Law, M P., Vice-Chancellor, Aligarh Muslim University, Aligarh.
4. Dr. Shri Ranjan, M.Sc., D.Sc., F.N.I., Vice-Chancellor, University of Allahabad, Allahabad.
5. Dr. V. S. Krishna, B.A. (Oxon.), Ph.D. (Vienna), Vice-Chancellor, Andhra University, Waltair.
6. Sri T. M. Narayanaswamy Pillai, M.A., B.L., M.L.C., Vice-Chancellor, Annamalai University, Annamalai Nagar.
7. Justice N. H. Bhagwati, M.A., LL.B., Vice-Chancellor, Banaras Hindu University, Varanasi-5.
8. Dr. J. M. Metha, M.A. (Oxon.), Ph D. (Lond.), Bar-at-Law, Vice-Chancellor, M.S. University of Baroda, Baroda-2.
9. Dr. Dukhan Ram, B.Sc., M.B. (Cal.), D.L.O., D.M.S. (Lond.), Vice-Chancellor, Bihar University, Patna-4.
Sri K. K. Banerjee, Vice-Chancellor, Bihar University, Muzaffarpur, from 12th July 1961.
10. Dr. V. R. Khanolkar, B.Sc., M.D. (Lond.), F.A.Sc., F.N.I., Vice-Chancellor, University of Bombay, Bombay.
11. Dr. N. K. Sidhanta, M.A. (Cantab.), LL.D. (Toronto), Vice-Chancellor Calcutta University, Calcutta.
Dr. Subodh Mitra, M.B., M.D. (Berlin), F.R.C.S. (Edin.), F.R.C.O.G. (Lond.), F.A.C.S., F.N.I., Vice-Chancellor, University of Calcutta, Calcutta-12 (from 21 October 1960).
12. Dr. V. K. R. V. Rao, M.A., Ph.D., D.Litt., Vice-Chancellor, University of Delhi, Delhi
Dr. N. K. Sidhanta, M.A. (Cantab.), LL.D. (Toronto), Vice-Chancellor, University of Delhi, Delhi-6, (*Chairman, Standing Committee, from 8th October 1960*)

13. Dr. Hiranya Chandra Bhuyan, M.Sc., Ph.D., Vice-Chancellor, Gauhati University, Gauhati. (Assam)
14. Sri B. N. Jha, B.Ed.(Edin.), Vice-Chancellor, Gorakhpur University, Gorakhpur.
15. Sri Maganbhai Prabhudas Desai, Vice-Chancellor, Gujarat University, Ahmedabad.
Sri Lalbhai Ratanji Desai, B.A., B.T., T.D. (Lond.), Vice-Chancellor, Gujarat University, Ahmedabad-9 from 30th November 1960.
16. Pt. K. L. Dubey, B.A., LL.B., M.L.A., Vice-Chancellor, University of Jabalpur, Jabalpur.
17. Dr. Triguna Sen, Dr. Ing. (Munich), A.M.M.E. (B. teach.), A.M.I. Mech. E.(Lond.), M.I.E.(Ind.), Rector, Jadavpur University, Calcutta-32.
18. Sri A.A.A. Fyzee, B.A., LL.B. (Bombay), M.A. (Cantab.), Barrister-at-Law, Vice-Chancellor, Jammu & Kashmir University, Srinagar.
19. Sri D. C. Pavate, M.A. (Cantab.), Vice-Chancellor, Karnatak University, Dharwar.
20. Dr. K. C. K. E. Raja, D.T.M. & H., L.R.C.P.S., Vice-Chancellor, University of Kerala, Trivandrum.
21. Prof. Kali Prasad, M.A., LL.B., Vice-Chancellor, University of Lucknow, Lucknow.
22. Dr. Sir A. L. Mudaliar, M.D., LL.D., D.Sc., D.C.L., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras, Madras-5.
23. Sri S. R. Dongerkery, B.A., LL.B., Vice-Chancellor, Marathwada University, Aurangabad.
24. Dr. K. V. Puttappa, M.A., D.Litt., Vice-Chancellor, University of Mysore.
Prof. N. A. Nikam, M.A. (Cantab.), Vice-Chancellor, University of Mysore, Mysore, from 2nd July 1960.
25. Justice G. B. Badkas, M.A., LL.B., Vice-Chancellor, Nagpur University, Nagpur.
26. Sri D. S. Reddy, M.A. (Oxon.), Vice-Chancellor, Osmania University, Hyderabad-7.
27. Dr. A. C. Joshi, D.Sc., F.N.I. Vice-Chancellor, Punjab University, Chandigarh-3.
28. Dr. Balbhadra Prasad, D.Sc. (Lond.), Vice-Chancellor, University of Patna.
Sri Bashishtha Narayan Rai, Vice-Chancellor, University of Patna, Patna-5, from 12th July, 1960.
29. Prof. D. G. Karve, M.A., Vice-Chancellor, University of Poona, Ganeshkhind, Poona-7.

30. Dr. Mohan Sinha Mehta, M.A., LL.B., Ph.D. Bar-at-Law, Vice-Chancellor, University of Rajasthan, Jaipur.
31. Sri K. N. Kathpalia, I.S.E.(Retd), Vice-Chancellor, University of Roorkee, Roorkee.
Sri G. Pande, I.R.S.E.(Retd.), Vice-Chancellor, University of Roorkee, Roorkee, from 10th March, 1961.
32. Sri Babubhai J. Patel, B.A., LL.B., Vice-Chancellor, Sardar Vallabh-bhai Vidyapeeth, Vallabh Vidyanagar.
33. Dr. Dwarka Prasad Mishra, D.Litt., Vice-Chancellor, University of Saugar, Saugar.
34. Dr. Premila V Thackersey, D.Litt., Vice-Chancellor, S. N. D. T. Women's University, Fort, Bombay-1.
35. Sri S. Govindarajulu, M.A., LL.B. (Cantab.), B.L., Bar-at-Law, Vice-Chancellor. Sri Venkateswara University, Tirupati.
36. Dr. P. Parija, O.B.E., D.Sc., M.A.(Cantab.), I.E.S.(Retd.), F.N.I., Vice-Chancellor, Utkal University, Cuttack.
37. Dr. Mata Prasad, D.Sc., F.R.I.C., F.N.I., Vice-Chancellor, Vikram University, Ujjain.
Dr. G. L. Datta, M.A., Ph.D., Vice-Chancellor, Vikram University, Ujjain, from 12.6.60.
38. Dr. Sudhi Ranjan Das, Bar-at-Law, LL.D., Vice-Chancellor. Visva-Bharati University, Santiniketan-9.

Succession List of Chairmen and Presidents of the Inter-University Board of India and the places where the annual meetings were held.

- The Rt. Hon'ble Dr. Sir Akbar Hydari, Nawab Hyder Nawas Jung Bahadur, B.A., LL.D., Finance Member, Executive Council; and Member, University Council, Osmania University, Hyderabad (Dn.) (1925-27), (*Delhi and Banaras*).
- Sir R. Venkataratnam Naidu, Kt., M.A., Vice-Chancellor, University of Madras (1927-28), (*Madras*).
- Prof. A. C. Woolner, C.I.E., M.A., Vice-Chancellor, The Punjab University, Lahore (1928-30), (*Patna and Dacca*).
- Principal A. B. Dhruva, M.A., LL.B., Pro-Vice-Chancellor, Banaras Hindu University, Banaras (1930-31), (*Mysore*).
- The Rev Dr. W. S. Urquhart, M.A., D.Litt., D.D., D.L., Principal, Scottish Church College, Calcutta (1931-32), (*Lahore*).
- Diwan Bahadur Sir K. Ramunni Menon, Kt., M.A. (Cantab), Vice-Chancellor, University of Madras, Madras (1932-33), (*Hyderabad-Dn.*).
- Prof. G. H. Langley, M.A., I.E.S., Vice-Chancellor, University of Dacca, Ramna P. O., Dacca (1933-34), (*Delhi*).
- Prof. P. A. Wadia, M.A., University of Bombay, Bombay (1934-35). (*Calcutta*).
- R. Littlehailes, Esq., C.I.E., M.A., Vice-Chancellor, University of Madras, Madras (1935-36), (*Aligarh*).
- Pandit Amaranatha Jha, M.A., Professor of English, University of Allahabad, Allahabad (1936-37), (*Nagpur*).
- Dr. C. R. Reddy, M.A. (Cantab.), D.Litt., M.L.C., Vice-Chancellor, Andhra University, Waltair (1937-38), (*Allahabad*).
- Diwan Bahadur S. E. Runganadhan, M.A., L.T., M.L.C., Vice-Chancellor, University of Madras, Madras (1938-39), (*Bombay*).
- Rajakaryapravina N. S. Subha Rao, M.A. (Cantab.), Barrister-at-Law, Vice-Chancellor, University of Mysore (1939-40), (*Waltair*).
- Dr. A. C. Sen Gupta, M.A., D.Litt., I.E.S., Director of Public Instruction and Secretary to Government, Central Provinces and Berar, Nagpur (1940-41), (*Trivandrum*).
- The Hon'ble Dr. Syamaprosad Mookerji, M.A., B.L., D.Litt., Barrister-at-Law., M. L. A., 77, Ashutosh Mookerji Road, Calcutta (1941-42), (*Annamalainagar*).

- Prof. A. B. A. Haleem, B.A. (Oxon.), Bar-at-Law, Pro-Vice-Chancellor, Aligarh Muslim University, Aligarh (1942-43), (*Mysore*).
- Sir S. Radhakrishnan, M.A., D.Litt., LL.D., F.B.A., Vice-Chancellor, Banaras Hindu University, Banaras (1943-44), (*Hyderabad-Dn.*).
- Dr. Sachchidanand Sinha, D.Litt., Barrister-at Law, M. L. A., Vice-Chancellor, University of Patna, (1944-45), (*Patna*).
- Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., Vice-Chancellor, University of Delhi, Delhi (1945-46), (*Colombo*).
- Dr. J. C. Chatterji, M.A., D.Litt., M. L. A., (Central), Vice-Chancellor, University of Agra, Agra, (1946-47), (*Jaipur*).
- Prof. N. K. Sidhanta, M.A. (Cantab.), Professor of English and Dean of the Faculty of Arts, University of Lucknow, Lucknow (1947-48), (*Cuttack*).
- Sri A. L. Mudaliar, MD, LL.D, D.C.L, D Sc., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras, Madras (1948-49), (*Madras*).
- Sir Ivor Jennings, M.A., D.Litt., LL.D., Vice-Chancellor, University of Ceylon, Colombo (1949-50), (*Banaras*), (*President*).
- Pandit K. L. Dubey, B.A., LL.B., Vice-Chancellor, University of Nagpur, Nagpur (1950-51), (*Rangoon*), (*President*).
- Dr. G. S. Mahajani, M.A., Ph.D., Vice-Chancellor, University of Rajputana, Jaipur (1951-52), (*Delhi*), (*President*).
- Sri K. K. Handiqui, M.A., (Cal. et Oxon.), Vice-Chancellor, University of Gauhati, Gauhati (1952-53), (*Waltair*), (*President*).
- Dr. Htin Aung, M.A., B.Litt., Ph.D., D.Litt, Bar-at Law, Rector, University of Rangoon, Rangoon (1953-54), (*Mysore*), (*President*).
- Dr. Zakir Husain, M.A., Ph.D., Vice-Chancellor, Aligarh Muslim University, Aligarh (1954-55), (*Patna*), (*President*).
- Dewan Anand Kumar, M.A., (Cantab.), Vice-Chancellor, Punjab University, Solan (Simla Hills), (1955-56), (*Aligarh*), (*President*).
- Shrimati Hansa Metha, B.A.(Hons.), Vice-Chancellor. M. S. University of Baroda, Baroda (1956-57), (*Calcutta*), (*President*).
- Dr. V. S. Krishna, B.A., (Oxon.), Ph.D. (Vienna), Vice-Chancellor, Andhra University, Waltair (1957-58), (*Peradeniya, Ceylon*), (*President*).

Shri G. C. Chatterji, M.A. (Cantab.), Vice-Chancellor, University of Rajasthan, Jaipur (1958-59), (*Chandigarh*), (*President*).

Shri D. C. Pavate, M.A. (Cantab.), Vice-Chancellor, Karnatak University, Dharwar (1959-60), (*Baroda*), (*President*).

Sir Nicholas Attygalle, F.R.C.S. (Eng.), F.R.C.O.G. (Gt. Brit.) D.L.O. (Lond.), L.M.S (Ceylon). Vice-Chancellor, University of Ceylon, Peradeniya, (1960-61), (*Dharwar*), (*President*).

Succession list of Secretaries of the Inter-University Board of India

1. Prof. N. S. Subha Rao, M.A. (Cantab.), Bar-at-Law. University Professor of Economics, and Principal, Maharaja's College, Mysore (1925-27).
2. Prof. P. Seshadri, M.A., Dean, Faculty of Commerce, University of Agra, and Senior Professor of English, Sanatan Dharma College, Kanpur (1927-32).
3. Prof. A. R. Wadia, B.A. (Cantab.), Barrister-at-Law, Professor of Philosophy, Maharaja's College, Mysore (1932-37).
4. Prof. N. K. Sidhanta, M.A. (Cantab.), Dean, Faculty of Arts, and Professor of English, University of Lucknow. Lucknow (1937-42).
5. Prof. H. K. Sherwani, M.A. (Oxon.), F.R.Hist.s., Barrister-at-Law, Head of the Department of History and Political Science, Osmania University, Hyderabad (Deccan), (1942-45).
6. K. P. Sinha, Esq., M.A. (Cantab.), Principal, G. B. B., College, Muzaffarpur (1945-31st January, 1947).
7. Dr. J. C. Chatterjee, M.A., D.Litt., M.L.A. (Central), 10 A, Cavalry Lines, Delhi (1st February, 1947 to 31st October, 1947).
8. Samuel Mathai Esq., M.A. (Oxon.). Head of the Department of English, St. Stephen's College, and Reader in English, Delhi University, Indar Villa, Roopnagar, Delhi (1st April, 1948 to 28th December, 1953).
9. Shri V. K. Ayappan Pillai, M.A. (Madras), B.A. (Oxon.), Retd. Principal and Professor of English, Presidency College, Madras (1st February, 1954).

PROGRAMME
of the
Thirty-Sixth Annual Meeting of the
Inter-University Board of India
held at

The Karnatak University, Dharwar
on 1, 2, and 3 February, 1961

1 February, 1961

3-30 P.M. to 5-30 P.M.	Meeting of the Standing Committee
5-30 P.M. to 6-00 P.M.	Tea
6-00 P.M.	Talk by Dr. F.L. Kunz, Vice-President of the Foundation for Integrated Education Inc., New York.
8-00 P.M.	Dinner

2 February, 1961

10-00 A.M. to 11-30 A.M.	Welcome Addresss by Shri D.C. Pavate, Vice-Chancellor, Karnatak University. Address by the President of the Inter-University Board, India, Sir Nicholas Attygalle, Vice-Chancellor, University of Ceylon, Peradeniya.
11-30 A.M. to 1-00 P.M.	Meeting of the Inter-University Board.
1-00 P.M. to 2-30 P.M.	Lunch.
2-30 P.M. to 5-30 P.M.	Meeting of the Inter-University Board.
5-30 P.M. to 6-00 P.M.	Tea
6-30 P.M. to 7-30 P.M.	Film show by Brigadier Gyan Singh, Principal, Himalayan Mountaineering Institute, on the First Indian Mount Everest Expedition and work of the Institute.
8-00 P.M.	Dinner

3 February, 1961

9-00 A.M. to 12-00

Meeting of the Inter-University Board

1. Address by Dr. G. S. Mahajani
Member, Union Public Service
Commission.
2. Speech by Pt. K. L. Dubey, Vice-
Chancellor, University of Jabalpur.
3. Vote of thanks, by Dr. N.K. Sidhanta,
Chairman, Standing Committee.
4. Concluding remarks by Sir Nicholas
Attygalle, President Inter-University
Board of India.

12-15 P.M.

Lunch.

Proceedings of the Thirty-sixth Annual Meeting of the Inter-University Board of India held at the Karnatak University, Dharwar on 2nd & 3rd February, 1961.

PRESENT

Members of the Inter-University Board, India

1. Sir Nicholas Attygalle, F.R.C.S. (Eng.), F.R.C.O.G. (Gt. Brit.), D.L.O. (Lond.), L.M.S. (Ceylon), Vice-Chancellor, University of Ceylon Peradeniya. (*President*).
2. Dr. Yusuf Husain Khan, Ph.D., Pro-Vice-Chancellor, Aligarh Muslim University, Aligarh. (*Substitute Member*).
3. Dr. B.P. Saksena, M.A., Ph.D. (Lond.), Dean of the Faculty of Arts, University of Allahabad, Allahabad (*Substitute Member*).
4. Shri T.M. Narayanaswamy Pillai, M.A., B.L., M.L.C., Vice-Chancellor, Annamalai University, Annamalainagar.
5. Justice N.H. Bhagwati M.A., L.L.B., (Bombay), Vice-Chancellor, Banaras Hindu University, Varanasi-5.
6. Dr. J.M. Mehta M.A. (Oxon.), Ph.D. (Lond.) Bar-at-Law, Vice-Chancellor, M.S. University of Baroda, Baroda-2.
7. Prof. V.K. Joag M.A., University of Bombay, Bombay (*Substitute Member*).
8. Dr. Subodh Mitra, M.B., M.D. (Berlin), F.R.C.S. (Edin.), F.R.C.O.G. (Lond.), F.A.C.S., F.N.I., Vice-Chancellor, University of Calcutta, Calcutta-1.
9. Dr. N.K. Sidhanta, M.A. (Cantab.), LL.D. (Toronto), Vice-Chancellor, University of Delhi, Delhi-6 (*Chairman, Standing Committee*).
10. Dr. H.C. Bhuyan, M.Sc., Ph.D., Vice-Chancellor, Gauhati University, Gauhati (Assam).
11. Shri B.N. Jha, B.Ed. (Edin.), Vice-Chancellor, University of Gorakhpur Gorakhpur.
12. Shri L.R. Desai, B.A., B.T., T.D. (Lond.), Vice-Chancellor, Gujarat University, Ahmedabad-9.
13. Pt. K.L. Dubey, B.A., LL.B., M.L.A., Vice-Chancellor, University of Jabalpur, Jabalpur.
14. Prof. P.K. Guha, M.A. (Dacca), Head of the Department of English, Jadavpur University, Calcutta-32. (*Substitute Member*).

15. Shri D.C. Pavate, M.A. (Cantab.), Vice-Chancellor, Karnatak University, Dharwar.
16. Dr. K.C.K.E. Raja, D.T.M. & H., L.R.C.P.S., Vice-Chancellor, University of Kerala, Trivandrum.
17. Prof. Kali Prasad, M.A., LL.B., Vice-Chancellor, University of Lucknow, Lucknow.
18. Dr. Sir A.L. Mudaliar, M.D., LL.D., D.Sc., D.C.L., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras, Madras-5.
19. Sri S.R. Dongerkery, B.A., LL.B., Vice-Chancellor, Marathwada University, Aurangabad.
20. Prof. N.A. Nikam, M.A. (Cantab.), Vice-Chancellor, University of Mysore, Mysore.
21. Prof. M. Abdul Qadir, M.A., D.Sc. (Econ.) (Lond.), Dean of the Faculty of Arts, Osmania University, Hyderabad (*Substitute Member*).
22. Dr. N.S. Nagendra Nath, M.Sc., Ph.D. (Camb.) Principal, Science College, Patna University, Patna (*Substitute Member*).
23. Prof. R.N. Dandekar, M.A. (Bombay), Ph.D. (Berlin), Dean of the Faculty of Arts, University of Poona, Ganeshkhind, Poona-7. (*Substitute Member*).
24. Dr. Mohan Sinha Mehta, M.A., LL.B., Ph.D., Bar-at-Law, Vice-Chancellor, University of Rajasthan, Jaipur.
25. Shri Babubhai J. Patel, B.A., LL.B., Vice-Chancellor, Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar.
26. Dr. Premila V. Thackersey, D. Litt., Vice-Chancellor, S.N.D.T. Women's University, Fort. Bombay-1.
27. Sri S. Govindarajulu, M.A., LL.B. (Cantab.), B.L., Bar-at-Law, Vice-Chancellor, Sri Venkateswara University, Tirupati.
28. Dr. P. Parija, O.B.E., D.Sc., M.A. (Cantab.), I.R.S. (Retd.), F.N.I., Vice-Chancellor, Utkal University, Cuttack.

University Grants Commission

Prof. Samuel Mathai, M.A. (Oxon.), Secretary, University Grants Commission, Old Mill Road, New Delhi.

Representatives of the Government of India

1. Dr. P.D. Shukla, Deputy Educational Adviser to the Govt. of India, Ministry of Education, New Delhi-1.
2. Dr. N. Jungalwalla, Deputy Director General of Health Services (Medical), Directorate of Health Services, Central Secretariat, North Block, New Delhi-2.

3. Brig. Gyan Singh, Principal, Himalayan Mountaineering Institute, Darjeeling.

Union Public Service Commission

Dr. G.S. Mahajani, M.A., Ph.D., Member, Union Public Service Commission, Dholpur House, New Delhi-11.

Observers and Invitees

Dr. Olive I. Reddick, Executive Secretary, United States Educational Foundation, 17, Curzon Road, New Delhi.



INTER-UNIVERSITY BOARD OF INDIA
Thirty-Sixth Annual Meeting of the Vice-Chancellors held at
THE KARNATAKA UNIVERSITY, DHARWAR
February 2 & 3 1961

Sitting L to R :—1. Dr. G.S. Mahajan, 2. Justice N.H. Bhagwati, 3. Shri B.J. Patel, 4. Dr. J.M. Mehta, 5. Shri T.M. Narayanswamy Pillai,
Member, U.P.S.C. *V.C., Banaras.* *V.C., S.V. Vidyapeeth.* *V.C., Baroda.* *V.C., Annamalai.*
 6. Shri S. Govindarajulu, 7. Pt. K.L. Dubey, 8. Dr. Sir A.L. Mudaliar, 9. Sir Nicholas Attygalle, 10. Dr. N.K. Sidhanta,
V.C., Sri Venkateswara. *V.C., Jabalpur* *V.C., Madras.* *V.C., Ceylon (President).* *V.C., Delhi.*
(Chairman, Standing Committee)
 11. Shri D.C. Pavate, 12. Dr. P. Parija, 13. Shri B.N. Jha, 14. Lady P.V. Thackersey, 15. Shri S.R. Dongerkery,
V.C., Karnatak *V.C., Utkal.* *V.C., Gorakhpur.* *V.C., S.N.D.T.* *V.C., Marathwada.*
 16. Dr. K.C.K.E. Raja, 17. Dr. Subodh Mitra.
V.C., Kerala. *V.C., Calcutta.*

Standing L to R :—1. Shri L.R. Desai, 2. Brig. Gyan Singh, 3. Prof. V.K. Avappan Pillai, 4. Prof. Kali Prasad, 5. Dr. Mohan Sinha Mehta,
V.C., Gujarat. *Principal,* *Secretary, I.U. Board.* *V.C., Lucknow.* *V.C., Rajasthan.*
Himalayan Mountaineering Inst.
 6. Dr. N.S. Nagendranath, 7. Prof. Abdul Qadir, 8. Dr. Yusuf Husain Khan, 9. Dr. R.N. Dandekar, 10. Prof. P.K. Guha,
Substitute Member, Patna. *S.M., Omania.* *Pri-V.C., Aligarh.* *S.M., Poona.* *S.M., Jadavpur.*
 11. Dr. P.D. Sukhla, 12. Dr. B.P. Saksena, 13. Prof. V.K. Joag, 14. Shri T. Mitra, 15. Shri H.P. Srivastava,
Dy. Edul. Advisor, India *S.M., Allahabad.* *S.M., Bombay.* *Manager, I.U. Board.* *P.A. to Dr. Saksena.*
 16. Shri M.S. Rangarajan, 17. Shri M.M. Parikh,
P.A. to V.C. Karnatak, *P.A. to V.C., Baroda.*

Inter-University Board, India

INAUGURAL SESSION, 2ND FEBRUARY, 1961.

WELCOME ADDRESS

by

Shri D. C. PAVATE

Vice-Chancellor, Karnatak University, Dharwar

Mr. President, Ladies and Gentlemen,

It gives me a great pleasure to accord you all a very warm and cordial welcome to this university campus. The Inter-University Board of India and Ceylon holds its annual meeting generally in big cities. Probably this is the first instance of a small town like Dharwar having had the privilege of welcoming the members of the Inter-University Board. You will, therefore, probably miss the amenities available in big cities like, Bombay, Calcutta, Delhi and Madras. However, we shall try our best to make your stay over here as enjoyable as possible, but if you find that every thing is not to your satisfaction, I am sure, you will be generous enough to overlook the shortcomings in our hospitality.

As I have said, Dharwar is a small town. Many people think that this is a sleepy little town. There are no industries worth the name round about here and we are really happy about it. It has however, been a cultural centre of North Karnatak and has always been in the forefront of all political and social movements of the country. There are not many sight-seeing places over here, except perhaps educational institutions. Apart from the 3 arts and science colleges, there is an excellent agriculture college, with a farm of about 1200 acres, which is well worth your visit. One thing Dharwar is well known for, is its salubrious climate. The climate here is pleasant, temperate and equable through out the year. Actually Dharwar may be called a town of hills. The elevation varies from 2500' to 2800', between these hills and the temperature seldom goes above 100F. Dharwar has an annual rain-fall of 33 inches. For all these reasons, Dharwar used to be one of the extremely popular towns with the British

Officers. If any officer were to be rewarded they were stationed at Dharwar. On account of its engaging environment, and salubrious climate the University campus is known as Chhota-mahabaleshwar. The late Sri. B.G. Kher, Chief Minister of the old Bombay State, loved this place so much that he said that it should be rightly called the Bada Mahabaleshwar and not Chhota-mahabaleshwar. This site was formerly chosen by the Govt. of Bombay to locate the Karnatak Arts College as far back as 1918. Since the buildings of the M. S. M. Railway headquarters fell vacant, the college was located in that building and the site remained unutilised till 1949, when Govt. took a decision of starting a regional University at Dharwar. The Govt. of Bombay had accepted in principle, as far back as 1940, the establishment of three regional Universities in the old Bombay State, one for Gujarat, one for Maharashtra and one for Karnatak. Accordingly the Karnatak University Committee was appointed on 17th April, 1947, under the Chairmanship of Justice N. S. Lokur. The Karnatak University Bill based on its recommendations was passed by the Bombay Legislature in April, 1949 and the Karnatak University was actually established in 1949. In the initial stage, there was then a controversy whether the University should be located round about the Karnatak college, or should be shifted to this campus. However, wiser counsels prevailed and a decision was taken by the University to shift all its activities to this campus. This decision was taken largely at the instance of the Govt. of Bombay which was keen on developing this campus as a University Centre. The late Sri Kher gave free of cost, 300 acres of land on this site to the University and within two years of its existence the University has spent about Rs. 80 lakhs on the construction of buildings for its teaching Departments and Offices and the provision of roads, playgrounds, parks, residential bungalows, etc. The University has now (i) 17 post-graduate departments, staffed by well qualified teachers, (ii) two constituent colleges, viz. Karnatak Arts and Karnatak Science Colleges and (iii) 28 affiliated colleges in the faculties of arts, science, social sciences, law, medicine, engineering and agriculture. The University library is steadily expanding and has now on its shelves more than 50,000 volumes in the various subjects. The teaching departments and the library have been housed in the main building, which has just been completed at a cost of Rs. 34 lakhs. The University Grants Commission has paid a grant of Rs. 22 lakhs towards the construction of this building in which we are meeting this morning. We have constructed a hostel for students at a cost of Rs. 9 lakhs. There is a health centre on the campus, with the

necessary medical staff attached to it. We have also provided about 25 residential buildings for the teaching staff of the university and building for accommodating 16 additional teachers are under construction. There is a separate ladies' hostel to accommodate 50 students, under construction. We have also provided an auditorium-cum-recreation hall at a cost of a lakh and half, and a swimming pool at a cost of Rs. 50,000. There is a well furnished Guest House, which also serves as a Faculty Club. We intend to have shortly a Boating Club near the Agriculture College, Dharwar. In short, a regular township is coming up on the campus and within the next 10 years, with its present plans of developments and with its gardens, parks and a botanical garden, this campus will, in all probability, be one of the beauty spots in India.

The University is both a teaching and affiliating university. Under the Karnatak University Act emphasis has been laid on post-graduate instruction. Post-graduate teaching and research in all branches of learning are therefore, the special responsibility of the University. However, to maintain a high standard of under-graduate teaching, it has two constituent colleges, one for arts and the other, for science. These two colleges were run by Govt. in the past. In fact, they have a long tradition of a high standard of scholarship, sports and corporate activities. The Mysore Govt. was good enough to hand over these colleges to the University so that we might maintain a still higher standard of under-graduate teaching. The Karnatak University has jurisdiction over 7 districts in the northern part of the present Mysore State. Fortunately we have no problems of indiscipline, with the result all the teachers in our colleges and post-graduate departments are able to concentrate all their time and energy on the academic work. The rapid development of this university has been possible, largely because of the sympathy and understanding of our needs both by the State Government and the University Grants Commission. The Bombay Govt. used to treat this university with a certain amount of generosity and fortunately the same attitude is being maintained by the Govt. of Mysore. The present Mysore Govt. is quite liberal in allocating funds for the University education. In this context, I can't help referring to the noble part His Highness the Maharaja has played in the field of Higher education as the Chancellor of the two Universities in the State. His sympathetic understanding of our problems and wise counsels in difficult situations have been a great source of inspiration to the two Universities in the State.

It is not usual to touch upon the current problems of higher education, but since His Highness who was to inaugurate this session of the Inter-University Board, was suddenly taken ill and could not come here to inaugurate the conference, I have taken upon myself the task of discussing some features of the problem of university education, confronting the whole country today. Momentous changes have taken place in our country during the last 13 years of independence. Firstly we are now committed to a democratic form of Govt. and the notion of equality of opportunity. Secondly we are committed to the planned development of our country's resources with a view to eradicating poverty, ignorance and disease. Almost all our problems of university education to-day seem to spring from these two aims of our country. While we must try and preserve the great intellectual tradition of university education, we must also see that the wide gulf separating the masses from the classes must be narrowed down as far as possible. Again on the one hand our colleges must develop worthy personalities, on the other hand, they must also disseminate knowledge of science and technology. The development of worthy personalities means that students must develop philosophies of life which will make their living in the world a blessing to themselves and to their associates. How to maintain the balance between the knowledge required for the material well-being of a person and the philosophy required to enable him to lead a worthy life is one of the problems of university education today. Students trained in the liberal arts are unable to secure opportunities of gainful employment while students trained in science and technology have received no training in social science and the art of good living. Our scientists must keep themselves abreast of modern developments and extend the boundaries of knowledge in their subjects and our technicians must apply the results of the latest research in science to the methods of production. Concentration on one particular aim of our national aspiration will spell disaster to the whole structure of our educational system. Take for instance the problem of numbers. The principle of equality of opportunity in education has given rise to the problem of numbers. The tremendous drive in our country to enlarge the provision of University education has put a very great strain on our colleges. The various changes made with a view to reorienting primary and secondary education has only tended to lower the standard of University education by enabling the pupils of lower calibre to proceed to University. While Govt. should do everything in its power to encourage the bright young men or the backward communities to get the

highest possible training, it should obviously devise means to absorb a large proportion of pupils at the end of the secondary stage in trades, occupations and the lower cadre of public service.

The large number of our pupils coming to colleges have no mastery over English which is still the medium of instruction. They are unable to follow lectures in English and the teachers are unable to lecture in the regional languages. The problem of medium of instruction bristles with difficulties and some of them appear to be almost insuperable. There is no start with our innate conservatism. There is too, the natural slow process of democratic change. There are perhaps vested interest, more or less powerful, working more or less unconsciously. There is the teachers' understandable reluctance to switch over to new medium. There is the substantial opposition to Hindi in some parts of the country. There is the difficulty of recruiting teachers in the event of an immediate change over to the regional or national language. All the same, upon the proper solution of the problem of medium of instruction depends the solution of many of our problems in the field of higher education in the country. The Inter-University Board which is the free association of the universities in India and Ceylon will, I hope, find solution to all these problems. I once again extend a hearty welcome to you all and wish that your deliberations will be fruitful.

Presidential Address by Sir Nicholas Attygalle, Vice-Chancellor, University of Ceylon, Peradeniya.

Vice-Chancellors, Ladies and Gentlemen :

Though I am not the first representative of my University to have been elected President of this Board, I am the first Ceylonese, and I am deeply conscious of the great honour which you have done me. I must also express my personal thanks to you for the cordiality of your reception and on behalf of the Board I must particularly thank the Vice-Chancellor of Karnatak University for the hospitality extended to those participating in this year's sessions at Dharwar.

I propose presenting to you a glimpse of changes that have taken place in the educational system in Ceylon, especially in relation to the University. In 1945 a bold experiment was inaugurated in my country. In the face of considerable opposition, the Ministry of Education launched a scheme of free education for all children, from the level of the primary school right up to that of the University. This great boon to the children of the poorer citizens of the country has been reflected in admission to the University where students who have enjoyed the benefit of free education throughout their school careers have come in increasing numbers in the last three or four years.

The introduction of free education saw the opening by the State of a large number of new secondary schools in various parts of the country, particularly in the rural areas. These so called "Central Schools" received as their pupils the best products of the rural primary schools. In 1959, the Central Schools claimed 31% of a total of 648 admissions to the Faculty of Arts of the University. By contrast no less than 154 out of the 159 admissions to the University in 1948 came from the fee-levying private schools which, with a single exception, were not founded or run by the State, but by religious organisations or private individuals. In passing I may also mention that the Government of Ceylon has unified and nationalised the education system in Ceylon from 1st January 1961, and most of the denominational schools have been taken over. Education has passed from the hands of private bodies to the State. I hope

this will have beneficial results and the University will see better educated youths coming in.

What does the University offer these young persons during the three or four years they spend in its Halls of learning? We endeavour to make their courses of study as comprehensive as possible, to teach them to think and express themselves clearly about their chosen fields of knowledge, and to encourage them to take an interest in other connected branches of study. We make available to them the largest library in Ceylon containing books of all kinds to awaken their interests in new fields of thought. We house them in well equipped Halls of Residence where there is no segregation by race, religion, community or caste, and where they can enjoy nutritious food in pleasant surroundings. Spacious playing fields supply ample opportunities for games and sports of every kind, and a large gymnasium ensures that their physical recreation is not dependent on the vagaries of the weather. The various societies which the Student Welfare Committee encourage, cater to the varying tastes of students in extra-curricular cultural and social activity. By all these means we endeavour to train the student in the ability to live with and maintain harmonious relations with others even though disagreeing with their views. We seek to send him out into the outside world fitted by both academic qualifications and personal qualities, to be a leader in society.

Our experience in Ceylon, which no doubt is paralleled in India too, is that several of our students do not take adequate advantage of the opportunities afforded them at the University to widen the scope of their reading beyond that which is necessary to pass examinations, to advance their proficiency in games, to acquire new skills and interests, and to form new associations outside those familiar at home or school. It is of course true that most undergraduates who come from the Central Schools to the University enter a strange new world and acclimatisation to the new environment is inevitably a slow process, in some cases never fully attained. But there is also another and perhaps more important factor, namely the ever-present fear in the mind of undergraduates that failure to secure an Honours degree will mean the shattering of the hopes of a relatively well-paid job which they and their parents had built up. It is not surprising, therefore, that under the stress of the keen competition for jobs which exists today especially amongst graduates

in Arts, the tendency is for the diligent undergraduate to devote all his available time to his chosen field of study.

In a rapidly developing country like Ceylon, the primary need is for more and better-qualified graduates in Science and Technology, more particularly in Engineering, Medicine and Agriculture. The great disadvantage which students in the Central Schools have suffered is from the lack of proper facilities for studying scientific subjects ; of the admissions to the Science Faculties of the University in 1959, only 4% came from the Central Schools. Since a fresh grouping of subjects at University level is impracticable, the country's need for many more graduates in Science than in Arts has been realised by the Government and attempts have been made to improve facilities for teaching Science in the Central Schools.

Turning to more general matters, a direction in which I personally should like to see a change is the lecture-cum-tutorial system which we have borrowed from British Universities. We had adopted the formal lecture as the more important unit of the combination and relegated the tutorial to the background. But we have come to realise that the lecture should only give the student the sense of the general direction in which he should pursue his studies. There is now so much published material available on most of the subjects which students read that the need for instruction by "formal lecture" is much less than a decade ago. Would it not be a much better training for the undergraduate to be given the bibliographies and then to map out for himself, with the help of his tutor, the scheme of reading that he intends to follow ? This would be a partial answer to the prevalent complaint of many a University teacher that students silently imbibe all that the teacher says, and expect to pass by reproducing it at the examinations. The change of emphasis from the lecture to the tutorial would require considerable collaboration between the teacher and the University Librarian so as to widen the field of reading. The student would not concentrate on a few text-books but rely on the wealth of material available in the Library, and he would not be dismayed if there are only ten copies of a text book and fifty applicants for it. The teacher, on his part, would have fewer lectures, more informal tutorials, and greater opportunities for individual instruction.

The privacy of the tutorial would also encourage the student

to ask questions, to seek clarification where he has doubts, and perhaps, to be mildly controversial, all of which are greatly to be desired. The traditional attitude of reverence towards the teacher is a well-known feature in all Eastern countries. Deference there must be, but awe is now outdated. Teachers themselves must emphasise the more modern ideas of teacher-student relationship, and encourage the development of that spirit of fellowship and understanding between teacher and student which should subsist in an University of the present day.

Another direction in which a change might be effected in the training given at the University is in making instruction for degrees in the liberal arts more broad-based than it is now. Too much importance appears to be attached to detailed study of language, instead of aiming at sufficient proficiency to ensure enjoyment of what has been written in the language. Is a close study of grammar and composition or a critical study of textual criticism as necessary as absorption of the ideas found in a literature? In framing our syllabuses for History, Economics, Geography, Philosophy and Sociology, should not our aim to widen the outlook of our students as much as possible? There are many subjects which cannot be taught in isolation, and the inter-relation of one with another must be clearly indicated to the student. Even in the Sciences, pure and applied, we cannot put their various facets in separate compartments.

It is desirable therefore that we take into closer consideration this elaborate inter-lacing of interests, and widen our schemes of teaching so as to embrace all essential aspects of a subject. Perhaps it will help to remove the excessive specialisation which now prevails before the post-graduate stage.

I have ventured to make some general suggestions for your consideration. We have a heavy responsibility towards the youth of our countries. Our endeavours should be to bring them to the full stature of their adolescent intellectual potentialities while they are with us, so that at the end of this period in their life they could well say that they have been made aware of those potentialities. It was not without reason that the inscription "Know Thyself" greeted those who entered the temple of the Oracle at Delphi, for if we know the true measure of ourselves, we know most of what is worth knowing.

Talk by Brigadier Gyan Singh, Principal, Himalayan Mountaineering Institute, Darjeeling, on Mountaineering, illustrated with colour slides.

Brigadier Gyan Singh, Principal, Himalayan Mountaineering Institute, Darjeeling, was introduced by Dr. Sir A. L. Mudaliar, Vice-Chancellor, Mardas University, to the Members of the Board. He then spoke to the Members on "Mountaineering in India" and "The Himalayan Mountaineering Institute" and later in the evening gave a talk on the first Indian Mount Everest Expedition and the work of the Institute, illustrated with colour slides, which the member of the Board and a large gathering of the University staff with their families, and students appreciated very much. Dr. N. K. Sidhanta, Chairman of the Standing Committee then thanked Brigadier Gyan Singh on behalf of all.

Dr. G. S. Mahajani, Member, Union Public Service Commission, also addressed the Vice-Chancellors just before the meeting concluded.

He thanked the Board for extending an invitation to the U.P.S.C. for attending the meeting of the Inter-University Board. He then drew the attention of the members to the 10th report of the U.P.S.C. in which they had mentioned that for nearly 73 posts suitable persons could not be found. These were in the fields of Science, Engineering and Technology. He suggested that the Vice-Chancellors might go through the reports when received by them and requested the Vice-Chancellors to examine in such cases whether in these particular fields the syllabus can be retouched or special courses could be started for Engineering and Technology graduates or some research facilities could be strengthened at some points.

He also drew the attention of the Vice-Chancellors to the observations made by the U. P. S. C. in their successive reports regarding the deterioration in standards of education. He said that the remarks of the examiners are sometimes depressing reading.

He also made certain suggestions. One was that a group of about 10 to 20 boys might be put in charge of a "Counsellor". They should meet at least once a week or once a fortnight to discuss any problems.

The second suggestion was that every University should organise an orientation course of six to eight weeks for the young teachers who were recruited in the universities and colleges. The teachers in this orientation course might be taught how to hold a Seminar ; how to hold a discussion. Dr. Mahajani said that those students who have had opportunities of group discussions, of taking part in Seminar, do well. It brings out the capacity to respond, to argue effectively and adjust to new surroundings.

The Board thanked Dr. Mahajani for his address. It felt that the Universities might consider these suggestions of Dr. Mahajani.

Address by Pt. K.L. Dubey, Vice-Chancellor, University of Jabalpur, to Sir Nicholas Attygalle, President of the Inter-University Board, India and Vice-Chancellor of the University of Ceylon, Peradeniya, on the conclusion of the session.

Sir, now that the Proceedings are concluded happily we congratulate you for the excellent manner in which you conducted the Proceedings of this Board. Sir, by presiding at the deliberations of this Board you have given it an international status and we are proud of it. For a Surgeon of international fame to find time to guide, to shape, to mould the destinies of thousands of young men and women through the medium of a University is a shining example in patriotism. The privilege is yours, Sir, and we wish that it should be followed by topmost professional men in every country, in this country at least. Sir, the bonds of affection between your country and our country date back to hoary past when that illustrious monarch Asoka sent his sons and daughters in the garb of mendicants to your country to preach the Gospel of Buddha, to preach the gospel of life. That the University of Ceylon is a member of this Inter-University Board is an indication that that bond of affection is still subsisting between the two countries. Sir, I wish this bond may grow stronger and stronger and with these words, Sir, we wish to express our heartfelt gratitude for the trouble you have taken to come here.

**Vote of thanks proposed by Dr. N.K. Sidhanta, Chairman,
Standing Committee :**

Dr. Sidhanta said that while associating himself with every word that had been said by Pandit Dubey, he would, on behalf of the Inter-University Board, convey their thanks to the host University, and particularly to its Vice-Chancellor, under whose energetic guidance they have been able to have a happy session at the city of Dharwar. He also said that they had a happy two days stay for which they were grateful to the University, particularly to the Vice-Chancellor and his associates. He expressed the appreciation of everybody who attended the meeting for the generous hospitality extended to them by the University.

**Concluding remarks by Sir Nicholas Attygalle President of
the Inter-University Board, India.**

Sir Nicholas Attygalle said that it gave him pleasure to be invited to the Inter-University Board meeting and that it gave him greater pleasure to have been elected as the President of the Board in spite of the fact that he was only one from his country and they were about 40. He thanked the members most sincerely for the very great co-operation and help extended to him in conducting the meeting.

BUSINESS MEETING

February 2 & 3, 1961

MINUTES OF THE MEETING

I. Recognition of Universities, Degrees & Examinations

1. The attention of the members of the Board was invited to the resolution on the Report of the Committee with regard to the mutual recognition of degrees by Universities.

(University of Madras)

Reference : The Report of the Committee is printed as Appendix " A " to the Proceedings of the Twenty-seventh Annual Meeting of the Inter-University Board held at Delhi on Saturday, 21 December 1951.

Resolution of the Board on the item : " Resolved that the Report as modified be approved and suitable action taken thereon."

Note : The recommendations of the Committee were sent to the Universities and most of the Universities were in favour of the recommendations.

RESOLVED that for admission to the post-graduate classes each case from another University should be decided on its merit taking into consideration the standard of achievement in the main subject studied and the nature of the subjects proposed to be offered for the post-graduate classes.

2. Considered letter No. B/3558, dated September 2, 1960 of the Registrar of Bhagalpur University, Bhagalpur, requesting affiliation of the University to the Inter-University Board of India from the year 1960-61.

Note : The contribution of Rs. 2,000 for the affiliation has been received from the University.

3. Considered the request of the Vice-Chancellor of the U. P. Agricultural University, Dist. Nainital, for the affiliation of the University to the Inter-University Board of India.

Note : The University has been constituted by ACT XLV of 1958 of the Uttar Pradesh Government.

4. Considered the question of affiliation to the Inter-University Board of India of the University of Ranchi, which has been established by the Bihar State Universities Act 1960 and came into existence on 12 July, 1960.

5. Considered the question of affiliation to the Inter-University Board of India of the Kuruksetra University, Kuruksetra, which has been established by Act XII of 1956 of the Punjab State Legislature.

Note : This question was considered by the Inter-University Board at their 34th Annual Meeting held at Chandigarh on 23 and 24 February, 1959, and was referred to the Standing Committee for detailed consideration. Detailed information was received from the Vice-Chancellor of the Kuruksetra University and considered by the Standing Committee at its meeting held on April 13, 1959 and the following resolution was passed :

“ RESOLVED that the affiliation should wait till the University functions with the greater part of the activities proposed in the letter No. 8158 dated 4th April, 1959 of the Vice-Chancellor, Kuruksetra University.”

The Vice-Chancellor of the University now writes that the University is running a post-graduate Department in Sanskrit and a College of Education.

RESOLVED that consideration of items 2, 3, 4 & 5 be deferred pending consideration of the report and the recommendations of the Standing Committee regarding the constitution of new Universities.

6. Considered (a) the letter No. 3270/RU/60-1, dated November 17, 1960, from the Special Officer for Rural University, Hyderabad, addressed to the Vice-Chancellor, Sri Venkateswara University, Tirupati, requesting the University to give its suggestions and comments on the Draft Bill on the proposed Agricultural University which is in the final stage and proposed to be introduced in the State Assembly.

(b) the Resolution dated 26 November 1960 of the Syndicate of the Sri Venkateswara University on the Bill.

Note : The Bill proposes that the jurisdiction of the proposed Agricultural University in the State would extend to the entire State of Andhra Pradesh and all instruction at the University level; and thus the various colleges of Agriculture and Veterinary Science which are now functioning either as constituent colleges or as affiliated colleges of existing Universities or such colleges as shall be established later for instruction in Agricultural Sciences, will come within the structure of the proposed Agricultural University.

After considerable discussion it was resolved as follows :

The Inter-University Board of India appreciates the efforts which are being made by various Governments to improve the standards of Agricultural Education and recognises the need and urgency for improving Agricultural Education in the Universities wherever Agricultural Colleges are maintained. The Board, however, is of opinion that the best method of improving agricultural education is to strengthen the Agricultural colleges and the Faculties of Agriculture in the respective Universities so that they may devote their full attention to the improvement of Agricultural Education in the under-graduate and post-graduate courses and promote research and extension services in this field. The Board, therefore, feels that full facilities should be given to the Universities concerned so that, with the cooperation of the Agricultural departments of the State and the Ministry of Agriculture in the Centre, Agricultural education in all its bearings may be promoted in the country.

The Board is of opinion that the creation of Universities in single professional disciplines is not ultimately conducive to the all-round development of the human personality and to research which can only be fostered by full contact and co-ordination with other faculties in a University. The Board feels that if such a proposal to start an Agricultural University be accepted it may lead to other professional disciplines asking for similar Universities being started with freedom to affiliate professional colleges in other areas also.

The Inter-University Board is of opinion that the

Agricultural University which has already been established should work for some years and its work should be proved before any other Agricultural University is started. The Board feels that no Agricultural University should have the power of affiliating Agricultural colleges in the area of another University as it will not be in conformity with the duties and responsibilities of the University concerned which has its jurisdiction over that area.

The Board, therefore, is strongly of opinion that the proposal to start an affiliating type of Agricultural University is not one that is conducive to the proper development of University studies and research.

In the opinion of the Board the objective of improving Agricultural education to meet the needs of the country will be better served by utilising all the resources available to equip and enlarge the existing Agricultural colleges so that they may have better facilities to impart both under-graduate and post-graduate instruction and to carry out research and extension services.

RESOLVED also that the resolution be communicated to the Ministry of Education, the Ministry of Agriculture in the Centre, the Sri Venkateswara University, to the Ministers for Agriculture and Education in the Andhra Pradesh State and to the University Grants Commission.

(Shri Babubhai J. Patel, Vice-Chancellor of Sardar Vallabhbhai Vidyapeeth, however, expressed his disagreement with the resolution as he said that these Agricultural Universities would have Faculties of Arts, Science and Technology also besides Agriculture including Dairy Science and Veterinary Science, as also Home Science.)

II. Affiliation of Associated Members of the Inter-University Board of India.

1. Considered the question of affiliation of the Indian Agricultural Research Institute, New Delhi.

Reference : Resolution No. 4 dated 30th September, 1960 of the Standing Committee.

“ RESOLVED that all Universities established as statutory Universities by the Central or State Governments be admitted to full membership of the Inter-University Board.

RESOLVED further that such of the Institutions as are recognised by the University Grants Commission for the purpose of conferring degrees be admitted as Associate Members of the Inter-University Board and the Standing Committee suggests that the privileges and functions of this group may be further considered by the Inter-University Board."

RESOLVED that such of the institutions as are recognised either on the recommendations of the University Grants Commission or by legislation empowered to confer degrees etcetera be admitted as Associate Members of the Inter-University Board.

RESOLVED FURTHER that the Standing Committee be requested to consider the whole question and make suggestions to the Inter-University Board regarding the privileges and functions of such institutions which are to be admitted as Associate Members of the Inter-University Board.

III. Recognition of Non-University Qualifications:

1. Considered the recommendations of the Inspection Committee appointed by the Standing Committee on the question of equivalence of the Rural Services Diploma with the first degree of Universities.

Appendix B

RESOLVED that the Inter-University Board generally agrees with the recommendations of the Inspection Committee appointed by the Standing Committee on the question of equivalence of the Rural Services Diploma with the first degree of Universities and requests the Universities to implement them as far as possible. The recommendation of the Committee is as follows :

" After taking into consideration the quality of students that seek admission to these Institutes, the courses of study and the training generally imparted and its standard of examinations, we would recommend that selected candidates be accepted as well for purposes of post-graduate instruction. The only point is for what subjects will students of these Institutes be fit for carrying on post-graduate work of the University standard. Obviously they will not be qualified for English, Mathematics or a Science subject. The courses in which they can with profit prosecute higher studies are Economics, Sociology and history and some other disciplines in the

Humanities. In view of the valuable experiment that is being carried on in Education by these Institutes we would like that Universities should extend the maximum possible amount of consideration to these students and will admit the deserving ones to post-graduate classes in the subjects. Of course, the admission to post-graduate classes are always made on merit and those students who have obtained the 1st or 2nd class in the Diploma examination be considered eligible for admission to post-graduate courses. We also recommend them for professional training like Education, Law, Public Administration, etc."

2. Considered the following item received from the Ministry of Education, Government of India, New Delhi.

"Equivalence of the General Certificate of Education (ordinary) of the University of London for the purpose of admission to higher courses of study in Indian Universities."

Appendix C

- Note :* 1. The Ministry of Education requests the Inter-University Board to re-examine the question with a view to equating the G.C.E. (Ordinary) Exam. with the Higher Secondary Exam. instead of the Matriculation Exam. as at present.
2. In Resolution No. IV(2), the Inter-University Board of India which met at Calcutta on 21st January, 1957, recognised the Cambridge School Certificate as equivalent to Matriculation Examination ; and the G.C.E. (Ordinary) which is considered as equivalent to Cambridge School Certificate can, therefore, also be regarded as equivalent to Matriculation.

RESOLVED that Resolution No. II(4) of the Inter-University Board of India passed at their 34th Annual Meeting held at Chandigarh on February 23 & 24, 1959, be reiterated.

3. Considered the question of recognition of the Final Examination (2nd year Pre-University Standard) of Thailand as equivalent to Pre-University standard of Indian University.

(University of Rajasthan)

Appendix D

Note : The Second Secretary to the Royal Thai Embassy, New Delhi, writes that this examination has been recognised by the Universities of Delhi, Bombay, Lucknow and Punjab.

The matter was referred to these Universities ; and Bombay and Delhi Universities have replied that it was recognised by them on the merits of the students who applied and were declared fit for admission to the second year Intermediate Arts and Science and to the first year of the Three-Year Degree Course."

RESOLVED that the Standing Committee be requested to consider the question in the light of the syllabus and their recommendations be circulated and the question be decided in the next meeting of the Standing Committee.

4. Considered the following recommendation of the Estimates Committee of the Lok Sabha made in their 76th Report received from the Council of Scientific and Industrial Research, New Delhi.

" The Committee finds that while some laboratories have been recognised for post-graduate research work by a few Universities others have been recognised by a large number of Universities. The Committee see no reason why there should be such a diversity in this respect. They consider that the question of recognition of National Laboratories/Institutes by the various Universities for research work needs further attention and suggest that the necessary steps may be taken to bring about greater uniformity in the matter as early as possible."

Note : 1. *References :* Resolution No. VI (1) of the 28th Annual Meeting of the Inter-University Board of India held at Waltair on 5th January, 1953, reproduced below :—

" The Inter-University Board is of opinion that ordinarily non-University Diplomas cannot be recognised as equivalent to University degrees, but it feels that in the case of those who hold non-University professional qualifications of a high class, the Universities concerned may waive a strict compliance with the Regulations and admit such candidates to pursue courses of study for higher degrees in the Universities if satisfied of their capacity.

The Inter-University Board is of opinion that the National Laboratories that have been established and are working under the Council of Scientific and Industrial Research should be recognised for purpose of post-graduate study and research by the different Universities, but so far as the first research Degree is concerned, the Inter-University Board is of opinion that this should always be taken at a University.

The Inter-University Board is also of opinion that candidates working in these National Laboratories, or anywhere else in Laboratories and Institutes recognised by the Inter-University Board, should after the period of research, supplicate for any post-graduate degree to the University from which they had previously graduated."

2. A list showing the names of National Laboratories which have been recognised by different Universities for research is printed in... *Appendix E*

RESOLVED that all National Laboratories be given general recognition.

RESOLVED FURTHER that each University will have to consider in the light of its own regulations and its requirements to what subjects of research recognition can be given. It is understood that where the University is fully equipped for research in its own departments, candidates will naturally be expected to work in those departments. Research for the first degree should preferably be conducted in the University departments if full facilities and personnel are available. In cases where the Universities are not in a position to provide these facilities the National Laboratories will be requested to accept candidates for research, such candidates being asked to supplicate for the research degrees of their own Universities.

5. Considered the following resolution of the Standing Committee which met in Madras on 30th September, 1960 in view of the letter No. 12656/60-R/12(19)-A dated 26th November, 1960 of the President of the Forest Research Institute and Colleges, Dehra Dun stating that the Universities of Baroda, Calcutta, Kerala and Madras have recognised the Forest Research Laboratory, Bangalore.

" **RESOLVED** that the Standing Committee is not in favour of recommending the recognition of the Forest Research Laboratory, Bangalore."

RESOLVED that the resolution of the Standing Committee of the Inter-University Board on the question passed at their meeting held at Madras on 30th September, 1960, be reiterated.

IV. Student Discipline :

Considered the steps for preventing students of colleges from coming under the influence of local political/communal/religious or other groups.

(*University of Kerala*)

RESOLVED that the Inter-University Board recognises the influences of political or communal groups to be deleterious for the welfare of the students and would suggest that each University should take such steps as may be found desirable to avoid as far as possible such influences being exerted on the student population.

V. Subjects and Examinations :

1. Considered the following item from Andhra University :—

“ On consideration of the report of the U.G.C., the Inter-University Board is of the opinion that English should continue to be the medium of instruction in the Universities till all the conditions mentioned therein are satisfied.”

Reference : Resolution No. 2 (Supplementary Agenda, on page 39 of the Printed Proceedings of the Baroda Board Meeting held on 18th and 19th December, 1959) in which the Universities were requested to send their opinion in the matter. A statement of the replies received from the Universities is printed in...*Appendix F*.

RESOLVED that the Universities be requested to consider the report in regard to the medium of instruction forwarded to them and communicate their opinion to the Inter-University Board at an early date with a view to discussing the whole subject at a special session of the Inter-University Board.

2. To consider the recommendation made in the Seminar on Disease of Horticultural Plants held at Simla in June 1959 requesting the Universities to introduce the teaching of Nematology in Universities in consultation with the University Grants Commission

and the Inter-University Board of India.

(Indian Council of Agricultural Research,
New Delhi.)

The item was not considered as no representative from the Indian Council of Agricultural Research, New Delhi, was present at the meeting.

3. Considered the following resolution of the 34th session of the All India Federation of Educational Associations held at Jabalpur in December, 1959 :—

“ RESOLVED that with a view to establish lasting peace and universal brotherhood among men of all nations, education at all stages ought to promote deeper understanding of the human heritage, as also of contemporary achievements of the various nations of the World. For this purpose, a suitable committee may be appointed by the Government of India to chalk out a suitable syllabus of studies for the various stages of education. Further at the high school and collegiate stages, study of one modern language other than an Indian or the English language, be provided for in Indian Secondary and University Institutions.”

The Inter-University Board is of opinion that the object of the first part of the resolution forwarded will be served by the new courses in General Education. Opportunities for the study of special Languages are being provided for by the different Universities.

4. Considered the recommendations made by the All-India Law Conference regarding legal studies in Universities.

(University Grants Commission)
Appendix G

RESOLVED that the report of the Sub-Committee on Legal Studies be printed and circulated to the Universities for their opinion and placed before the next meeting of the Inter-University Board.

5. Considered the following proposals of the University of Kerala :

- (a) Improving standards of teaching and learning of English in the University classes.
- (b) Consideration of sessional work of students along with results of annual examinations for declaring pass and class.
- (c) Organisation of workshops and holiday camps for college teachers in various subjects.

(a) RESOLVED that improvement of teaching and learning of English in the college classes will follow only (1) if sufficient attention is devoted to the teaching of the subject in the Secondary Schools and the teaching imparted by persons who are well qualified to teach the language ; (2) Teachers of English both at the University stage and the secondary stage should be specially trained and should be competent to carry out teaching both by virtue of their general qualifications and also by the special training they have received in the methods of teaching English ; (3) In the colleges themselves in the pre-University classes there should be special tutorial classes for students deficient in English ; (4) Special care should be taken to frame the courses at the Pre-University stage so that the students may be properly grounded in both the comprehension of the language and its expression.

(b) RESOLVED that this item be considered at the next meeting of the Inter-University Board.

(c) This item was withdrawn.

6. (a) Considered the classification and ranking in various examinations of the Indian Universities.

(*University of Mysore*)

Reference : Resolution No. 8 of the Standing Committee which met on 30th September, 1960.

“ The Standing Committee suggests a revision in regard to grades as follows :

D plus to represent Distinction, 85% or over.

D to represent Distinction, 75% and above but below 85%

A plus to represent First Class, 68% and above but below 75%

A to represent first class, 60% and over but below 68%

B plus to represent Second Class, 55% and over but below 60%

B to represent Second Class, 50% and over but less than 55%

C plus to represent Third Class, 45% and over but less than 50%

C to represent Third Class, 40% and over but less than 45%

(b) Considered the following resolution forwarded by the University of Jammu & Kashmir :—

“ Resolved that a uniform pattern of rules governing the pass percentage and allotment of divisions to candidates in the various examinations be drawn up by the Board for circulation among all the Universities in the country.”

Note sent by the University : “ There is great diversity in the rules and regulations governing the pass percentages and allotment of divisions to candidates in various examinations held by Universities in India. In the interest of uniformity of standards it is desirable that the Inter-University Board should provide some guidance in this behalf to the Universities ”

Reference : Resolution No. 8 passed at the meeting of the Standing Committee held on 30th September, 1960, reproduced above.

RESOLVED that Resolution No. 8 of the Standing Committee which met at Madras on 30th September, 1960, be approved and forwarded to the Universities.

7. Considered the following items received from the Ministry of Health, Govt. of India, New Delhi :—

- (i) Integration of pre-medical courses in the Medical Colleges.
- (ii) Inadequate knowledge of English hampering studies in the initial stages of medical education and being a contributory cause to the high failure rate in the early medical examinations.

(i) **RESOLVED** that it is very important that for the first year of the integrated course (pre-professional course) senior and well qualified Professors must be available to teach the basic sciences required and if such teachers are not or cannot be provided in the professional colleges, the courses should be taught in efficient science colleges where the facilities are available.

(ii) **RESOLVED** that opportunities of general education including the teaching of English through special methods by specially qualified teachers should be provided at the pre-professional stage at the institutions where the training is being imparted.

VI. University Conferences:

1. Considered the desirability and possibility of having a Conference of University Teachers to discuss problems of medium of instruction, research standard, exchange of information, etc.

(University of Mysore)

RESOLVED that Conferences in various subjects are at present held every year and the above problems could be taken up at these Conferences.

2. Considered the proposal of the Standing Committee which met in Madras on 30th September, 1960 for convening Conferences of University Professors in the following subjects :—

(a) Suitable syllabus of courses in Mathematics.

(b) Teacher-student Relationship

and to suggest the personnel and venue of the Conferences.

RESOLVED that the proposal of the Standing Committee be accepted.

VII. University Finances:

1. (a) Considered the financial requirements of the Universities for the Third Five-Year Plan and the committed expenditure in the Second Five-Year Plan.

(b) Considered the question of sending a deputation to the Finance Commission.

2. Considered the future policy of the University Grants Commission with regard to Departments that have been set up newly or enlarged under the second Five Year Plan with grants from the University Grants Commission : and generally to consider the future policy of Universities in the light of communications from the University Grants Commission.

(University of Madras)

3. Considered the following proposal received from the University of Calcutta :—

“ That the University Grants Commission be requested to review the question of matching grants by State Universities for developmental schemes approved by the University Grants Commission.”

RESOLVED that the Inter-University Board authorises a deputation to wait on the Finance Commission with a view to explaining the position of the Universities in regard to their finances and in regard to allocation of funds for committed expenditure and for financing further improvements in higher education.

VIII. Inter-University Board—Functions :

1. Considered the constitution of a Special Committee to serve as an accrediting agency empowered to go round to the Universities, study their educational standards and report on them to the Board, as suggested by Shri D. C. Pavate in his Presidential Address at the Baroda Board Meeting.

RESOLVED that the University Grants Commission and the Inter-University Board be requested to set up an Accrediting Committee which will go round the different Universities and assess standards and suggest methods of improvement.

2. Considered the following proposals :

- (a) the question of preparing “The Bibliography of Doctorate Theses in Science and Arts accepted by Indian Universities” on the lines of “Doctoral Dissertations accepted by American Universities.”
- (b) the question of taking up the work of publishing a list of theses which are in progress in the Universities in India.

(*M. S. University of Baroda*)

Appendix II

- (c) Adoption of a procedure for the publication of the Ph. D. theses submitted by the

candidates to various Universities so as to be available in the University libraries and in the University Grants Commission library for reference by students and others interested in the subject.

(University Grants Commission)

Appendix I

Note : The Inter-University Board of India is already publishing "The Bibliography of Doctorate Theses in Arts and Science accepted by the Universities, and the list of subject in Arts and Science in which research was carried out in the Universities and Research Institutions." These publications are apt to be delayed in matter from the Universities and Institutions is not received in time. The slow work of the Press also causes delay.

Dr. J. M. Mehta suggested that the Research List and the Bibliography should be compiled subject wise and not University wise as is being done at present. He also stated that research that is being currently carried on in the Universities should also be included in the Research List

Resolved that the suggestions be noted.

IX. University Status :

1. To consider the memorandum prepared by the Sub-Committee, consisting of Dr. N. K. Sidhanta, Dr. A. L. Mudaliar, Shri S. Govindarajulu and Shri B. N. Jha, appointed by the Standing Committee which met at Madras on 30th September, 1960, on the salient features of several of the University Acts passed within the last few years affecting the autonomy of the Universities.

Resolved to postpone consideration.

X. Miscellaneous :

1. Considered the following proposals of the University of Mysore.

- (a) Grant of sabbatical leave to Professors and Heads of Departments in Indian Universities.
- (b) The institution of Travelling fellowships from the Central Fund, to which contribu-

tion may be made by Government of India, University Grants Commission and Universities.

RESOLVED that the proposals be forwarded to the Universities and their views obtained.

2. Considered whether a uniform and more equitable policy can be prescribed in regard to admission of students in the Universities so that preference may not be given to some students of a particular University over better students coming from outside.

(Ministry of Education, Government of India)

Reference : Resolution No. 10 of the Standing Committee which met at Madras on 30th September, 1960.

" The Standing Committee is of opinion that the principle suggested would be applicable to the Central Universities which are expected to cater to the needs of all the States : in admitting students to a State University first consideration will have to be given to the alumni of that University ; but, in view of the fact that the University should be thrown open to all, the Committee would suggest that at least 10% of the seats at the post-graduate level should be available on merit to students from other States, it being understood that this will be followed by all the State Universities. "

RESOLVED that the resolution of the Standing Committee which met at Madras on 30th September, 1960, be approved.

3. Considered a letter No. 009918 dated 22nd September, 1960 of Dr. J. F. Foster, Secretary, Association of Universities of the British Commonwealth, London, requesting the Inter-University Board of India to suggest any subjects for discussion at the ninth quinquennial Congress of Universities of the Commonwealth to be held in London on 15-19 July, 1963 and for the meeting of the Executive heads of member Universities at St. Andrews in the next week.

RESOLVED that the Universities be requested to suggest such subjects as they may deem suitable and the Standing Committee be authorised to select the subjects and communicate them to the Secretary of the Association of Universities of the British Commonwealth.

4. Considered the proposal of Jadavpur University

that no migration certificate be required to be submitted by students who have obtained a degree or diploma from another University.

Reference: Resolution No. 4(d) dated 29th October, 1959, of the Standing Committee.

“ RESOLVED that when a candidate holds a Degree or Diploma from another University, Migration Certificate need not be insisted upon ; whereas, however, if he has migrated in the middle of a course for admission to another University, he must produce a Certificate from the Institution where he last studied.”

Note : When the above resolution was placed before the Board at their 35th Annual Meeting held at Baroda on 18th and 19th December, 1959, the Board decided to postpone consideration of the subject.

RESOLVED that Resolution No. 4(d) of the Standing Committee which met on 29th October, 1959, be accepted.

5. Considered the question of voluntary agreement between the Universities and the Institutes (Professional) which hold entrance examinations so that there may not be any clash between their dates of examinations which put the candidates at a very great disadvantage.

(University Grants Commission)

RESOLVED that the proposal of the University Grants Commission be communicated to the Universities for their opinion.

6. To consider the recommendations of the Committee appointed by the Inter-University Board, India, in their resolution No. VI(5a) of the 35th Annual Meeting held at Baroda on 18th and 19th December, 1959, on the Report of the Seminar on National Integration organised by the University Grants Commission in April 1958.

Appendix J

RESOLVED that the recommendations of the Sub-Committee be considered at the Special Session of the Inter-University Board.

7. Considered the following resolution received from the Punjab University :—

“ Resolved that the Ministry of Defence, Government of India, be requested to re-examine the question of participation of N.C.C. cadets from different States in the Republic Day Parades ; and in case their participation is absolutely essential the present period devoted to preliminary arrangements and Rehearsals at Delhi (three weeks) should be cut down to one week.”

RESOLVED that the Inter-University Board while it welcomes the participation of N.C.C. cadets in the Republic day parade, the number of days of absence should be cut down to the minimum and if possible the period of absence should not exceed one week.

8. Considered the following proposal received from the Ministry of Defence, Government of India, New Delhi :—

“ Formation of Mountaineering Clubs by the Universities in India.”

Appendix K

RESOLVED that the proposal be forwarded to the different Universities for their opinion.

9. Considered the following draft resolution received from the Ministry of Education, Government of India, New Delhi regarding concessions to be granted to physically handicapped students :—

Considering that it is desirable to afford to physically handicapped students adequate educational opportunities and having regard to their special needs, this Board recommends the following measures to the various Universities :—

- (a) That all physically handicapped students who can produce reasonable evidence of having difficulty in attending normal institutions should be permitted to appear as private candidates for non-technical examinations, not involving practical training.
- (b) That wherever necessary physically handicapped candidates should be provided free of cost the services of competent amanuenses

who need not be less qualified than the examinees.

- (c) That wherever physically handicapped examinees so desire, they may be permitted to typewrite their answers.
- (d) That blind students should be permitted to take up an Arts subject in place of Mathematics or Science at the Matriculation or an equivalent examination.

Appendix L

The Board understand that the provisions with regard to physically handicapped students are such as have been suggested by the Government of India and adopted in several Universities and the Board recommends that these provisions be introduced by all the Universities as far as practicable.

XI. Inter-University Board-Sports :

1. Considered the appointment of an Assistant Secretary for the Inter-University Sports Board of India on the conditions laid down in Government's letter No. 27-3/60-PE. 2 dated 10th March, 1960.

Appendix M

Reference : Resolution No. 22 dated 11th April, 1960 of the Inter-University Sports Board of India held at Peradeniya, University of Ceylon :—

“ RESOLVED that the offer made by the Government of India to sanction the appointment of an Assistant Secretary to be attached to the Inter-University Board to look after all the Sports activities undertaken by the Inter-University Sports Board on a salary of Rs. 350-40-590 be accepted on the conditions specified in the Government's letter.”

Resolution No. 28 of the Standing Committee dated 30th September, 1960.

“ RESOLVED to accept the offer of the Government of India for the appointment of an Assistant Secretary for the Inter-University Sports Board of India.”

RESOLVED that the resolution of the Standing Committee be accepted.

2. Considered the report of the Secretary on the Inter-University Sports for the year 1959-60.

Appendix N

RESOLVED that the report of the Secretary be recorded.

XII. Inter-University Board—Office :

1. Confirmation of the resolution No. 37 of the Standing Committee held on 30th September, 1960 sanctioning an allowance of 10% of the salary to Shri M. S. Ramamurthy, Shri Raj Pal Monga, Assistants, and Shri K. S. Parameswaran and Shri Jai Singh, peons, in terms of Resolution No. XII of the 28th Annual Meeting of the Inter-University Board, India, held at Waltair on 5th January, 1953 for meeting the heavy cost of living in Delhi.

RESOLVED to confirm the resolution of the Standing Committee.

2. Considered the question of sanction of the merger of the whole dearness allowance in the salaries of the Board employees with effect from June 1959, as allowed by the Government of India.

RESOLVED to sanction the merger of the whole dearness allowance in the salaries with effect from June 1959.

3. Considered the question of sanction of the benefit of Privilege Ticket Order to the Employees of the Inter-University Board of India who may go on leave, as in the Government of India.

RESOLVED that the benefit of Privilege Ticket Order as in the Government of India be extended to the employees of the Inter-University Board.

4. Considered the Annual Report of the Inter-University Board of India for the year 1959-60.

(Printed Separately)

RESOLVED that the Annual Report of the Inter-University Board of India for the year 1959-60 be accepted.

5. Sanction of the budget estimate of the Inter-University Board of India for the year 1961-62.

Appendix O

RESOLVED that the Budget Estimate of the Inter-University Board of India for the year 1961-62 be approved.

6. Considered the audited statement of accounts of the Inter-University Board of India for the year 1959-60.

Appendix P

RESOLVED that the audited statement of accounts of the Inter-University Board for the year 1959-60 be approved.

7. To authorise the Standing Committee to sanction excess expenditure, if any, in the sub-heads of the current budget ending March 1961.

RESOLVED that the Standing Committee be authorised to sanction the excess expenditure, if any, in the sub-heads of the current budget ending March 1961.

8. Considered the appointment of auditors for the year 1960-61.

(The previous auditors for the year 1959-60 were M/S. Roy Malhotra & Co., Chartered Accountants, Kashmere Gate, Delhi)

RESOLVED that Messers. Roy Malhotra & Co., Chartered Accountants, Delhi, be appointed auditors for the year 1960-61.

(b) Considered the letter dated 18th September, 1960 of M/S. Roy Malhotra & Co., requesting for a substantial increase in their fee as the volume of work has increased considerably during the year 1959-60.

Note : The existing fee is Rs. 200.

RESOLVED that the letter be recorded.

9. Considered a letter No. C/6433 dated 21st October, 1960 of the Deputy Registrar of Bihar University, Muzaffarpur, requesting that the University may

be allowed to pay only one-third of the Annual Contribution of Rs. 2,000/- which it has been paying previously to the Inter-University Board of India, in view of the fact that its previous jurisdiction has now been divided among the three Universities of Bihar, Bhagalpur and Ranchi.

RESOLVED that the Bihar University be requested to pay its Annual Contribution to the Inter-University Board of India according to the formula laid down by the Board.

10. Considered the recommendation of the Standing Committee which met on 30th September, 1960, that the term of service of the Secretary, Prof. V.K. Ayappan Pillai, which expires on 1st February, 1961, be extended by a further year.

RESOLVED that the recommendation of the Standing Committee be approved.

XIII. Inter-University Board—Elections :

1. Confirmation of the following elections made by the Standing Committee which met in Madras on 30th September, 1960 :—

(a) Re-election of Dr. A.C. Joshi, Vice-Chancellor, Panjab University, Chandigarh, as a representative of the Inter University Board of India on the Advisory Body of the Indian Council of Agricultural Research for a period of three years from 1st January 1961.

(b) Election of Shri B. N. Jha, Vice-Chancellor, Gorakhpur University, as a representative of the Inter University Board of India on the National Council for Rural Higher Education, in place of Dr. V. S. Jha from 19th April, 1960 to 20th January, 1963.

RESOLVED that the elections made by the Standing Committee be confirmed.

2. (a) Confirmation of the nomination made by the Chairman, Standing Committee, of Col. B. H. Zaidi, Vice-Chancellor, Aligarh Muslim University, as a representative of the Inter-University Board of India on the Council for the Indian School Certificate Examination,

New Delhi upto 15th December, 1960 in place of Dr. V. S. Jha who is no longer a member of the Board.

RESOLVED that the nomination made by the Chairman of the Standing Committee be confirmed.

(b) To make nomination for a further period of 3 years from 16th December, 1960 on the above mentioned Council.

RESOLVED that Dr. Mohan Sinha Mehta, Vice-Chancellor, University of Rajasthan, Jaipur, be elected as a representative of the Inter-University Board of India on the Council for the Indian School Certificate Examination, New Delhi, from the 16th December, 1960, for a period of three years.

3. Considered the election of members to the Standing Committee of the Inter-University Board of India for the period ending March 1962 in place of Dr. S. K. Bhuyan, Prof. T.M. Advani and Dr. Dukhan Ram who are no longer members of the Inter-University Board.

The other members are : Dr. N. K. Sidhanta, Dr. Sir A. L. Mudaliar, Shri D. C. Pavate, Shri B. N. Jha and Shri S. Govindarajulu.

RESOLVED that Dr. Subodh Mitra, Vice-Chancellor, Calcutta University, Dr. J. M. Mehta, Vice-Chancellor, M. S. University of Baroda, Pt. K.L. Dubey, Vice-Chancellor, University of Jabalpur, be elected to the Standing Committee of the Inter-University Board of India for a period ending March 1962.

4. Considered the nomination of five representatives of the Universities to the fourteenth Biennial Meeting of the Crops and Soils Wing of the Board of Agriculture and Animal Husbandry in India to be held in December 1961.

RESOLVED that the following representatives of the Universities be nominated to the fourteenth Biennial Meeting of the Crops and Soils Wing of the Board of Agriculture and Animal Husbandry in India.

Dr. S. K. Misra, Principal, Agricultural College,
Chandersan, Dist. Azamgarh.

Dr. R. P. Roy, Dean of the Faculty of Science,
Patna University.

Dr. A. Rathore, Principal, Rajasthan College of
Agriculture, Udaipur.

Dr. M. D. Patel, Principal, Agricultural College,
Anand.

Dr. S. W. Mensinkai, Principal, Agricultural College,
Dharwar.

5. Considered the election of a member of the Inter-University Board of India on the Academic Board of the University of Roorkee, in place of Shri G. C. Chatterjee who is no longer a member of the Board.

RESOLVED that Shri Babhubhai J. Patel, Vice-Chancellor, Sardar Vallabhbhai Vidyapeeth, Anand, be elected on the Academic Board of the University of Roorkee in place of Shri G. C. Chatterjee.

6. Considered the election of a member of the Inter-University Board, India, on the Board of Governors of the Doon School, Dehra Dun, for the period ending 31st May, 1964 in place of Dr. V.K.R.V. Rao who is no longer a member of the Board.

RESOLVED that Prof. Kali Prasad, Vice-Chancellor, University of Lucknow, Lucknow, be elected on the Board of Governors of the Doon School, Dehra Dun, for the period ending 31st May, 1964.

7. Considered the election of a member of the Inter-University Board, India, on the Governing Council of Mayo College, Ajmer, in place of Shri G. C. Chatterjee who is no longer a member of the Board.

RESOLVED that Dr. M. S. Mehta, Vice-Chancellor, University of Rajasthan, Jaipur, be elected on the Governing Council of Mayo College, Ajmer.

8. Considered the nomination of two panels of three eminent Scientists each, one on the Agricultural and the other on Animal Husbandry side of the Board of Agriculture and Animal Husbandry in India, for the nomination of one Scientist from each panel by the Chairman of the Indian Council of Agricultural Research

for serving on the Standing Finance Committee of the said Council for a period of one year with effect from 27th May, 1961.

RESOLVED that the following two panels be nominated.

Agricultural Side :

1. Dr. S. W. Mensinkai, Principal, Agricultural College, Dharwar.
2. Dr. Krishnamurthy, Principal, Agricultural College, Coimbatore.
3. Dr. E. S. Narayanan, Principal, Central College of Agriculture, New Delhi.

Animal Husbandry Side :

1. Shri A. D'Souza, Principal, Veterinary College, Madras.
2. Dr. G. Biswas, Principal, Veterinary College, Cuttack.
3. Shri C. V. G. Choudhary, Principal, U. P. College of Veterinary Science and Animal Husbandry, Mathura.

9. Considered the election of a member of the Inter-University Board of India on the All India Council of Technical Education for a period of three years from 30th April 1961 when the term of Dr. Sir A. L. Mudaliar, Vice-Chancellor, Madras University, would cease thereon.

RESOLVED that Dr. Sir A. L. Mudaliar, Vice-Chancellor, Madras University, be re-elected as a representative of the Inter-University Board of India on the All India Council of Technical Education for a period of three years from 30th April, 1961.

10. Considered the election of two members of the Inter-University Board of India representing the Universities of Ceylon and India which are members of the Association of Universities of the Commonwealth for representation at the Executive Council of the Association for the year 1961-62.

RESOLVED that Dr. Sir A. L. Mudaliar, Vice-Chancellor, University of Madras and Dr. N. K. Sidhanta, Vice-Chancellor, University of Delhi, be re-elected as representatives of the Inter-University Board of India to the Executive Council of the Association of Universities of the British Commonwealth for the year 1961-62.

11. Considered the nomination of a member of the Inter-University Board of India on the Central Advisory Board of Forest Utilization for a period of three years from January, 1961.

Note : Dr. P. Parija, Vice-Chancellor, Utkal University, Cuttack, was nominated on the Central Advisory Board of Forest Utilization for a period of 3 years from March 1959 at the 34th Annual Meeting of the Inter-University Board held in Chandigarh in February 1959. Since then a letter No. 4-7/60-FD dated 14th July, 1960 has been received from the Ministry of Food and Agriculture (Department of Agriculture) New Delhi saying that the Government of India is now considering the re-constitution of the Board of Forest Utilization for a term of three years from January 1961.

RESOLVED that Dr. P. Parija, Vice-Chancellor, Utkal University, Cuttack, be re-nominated as a representative of the Inter-University Board of India on the Central Advisory Board of Forest Utilization for a period of three years from January, 1961.

12. Considered the nomination of a representative of the Universities on the National Board for Audio-Visual Education for a period of two years from 29th October, 1961 when the term of Dr. A. C. Joshi, Vice-Chancellor, Panjab University, ends.

RESOLVED that Prof. N. A. Nikam, Vice-Chancellor, University of Mysore, be nominated as a representative of the Universities on the National Board for Audio-Visual Education for a period of two years from 29th October, 1961 vice Dr. A. C. Joshi.

XIV. Inter-University Board-Venue of the next meeting.

RESOLVED that the invitation of the Vice-Chancellor, Sri Venkateswara University, Tirupati, for holding the next annual meeting of the Inter-University Board of India at Tirupati be accepted,

XV. Inter-University Board—Election of President for the year 1961-1962.

RESOLVED that Dr. P. Parija, Vice-Chancellor, Utkal University, Cuttack, the next senior member, be elected President for the year 1961-62.

V. K. Ayappan Pillai,
Secretary

Nicholas Attygalle,
President

APPENDIX A

Copy of the letter No. 3270/RU/60-1, dated 17-11-1960, from the Special Officer for Rural University, Hyderabad, addressed to the Vice-Chancellor, Sri Venkateswara University, Tirupati.

Sub : Establishment of an Agricultural University in Andhra Pradesh.

According to the present Acts of the three Universities in the State the following is the jurisdiction of the above 3 Universities respectively ;

OSMANIA UNIVERSITY :

CHAPTER I—CLAUSE 1 (2) : It extends to the area comprising the districts of Adilabad, Hyderabad, Karimnagar, Khammam, Mahabubnagar, Medak, Nalgonda, Nizambad and Warangal in the State of Andhra Pradesh.

ANDHRA UNIVERSITY :

CHAPTER I—CLAUSE 1 (2) : It shall come into force on such dates and in such local areas, as the local Government may by notification appoint.

CLAUSE 2 (h) : “ DISTRICT ” means a district within the area comprising the present districts of Vizakpatnam, West Godavari, East Godavari, Krishna, Guntur Districts to which this Act applies.

SRI VENKATESWARA UNIVERSITY :

CHAPTER I—CLAUSE 1, 2 : It extends to the area comprising the districts of Anantapur, Cuddapah, Kurnool, Chittoor, and Nellore in the State of Andhra Pradesh.

It will thus be evident that the jurisdictions of the three Universities in the State have been well-defined and there is no overlapping in any case.

By now you are well aware that the Government of Andhra Pradesh has decided to establish an Agricultural University in the State with Headquarters at Rajendranagar about 11 miles from the City.

The Draft Bill of the proposed Agricultural University which has been drafted for the purpose, copy of which was already sent to you through this office letter No. 4/R.U/60-1, dated 29-1-1960, for your valuable suggestions and comments, is now in the final stage and it is proposed to introduce the bill in the state Assembly, at the earliest.

According to the provision of the proposed Draft University Bill—Chapter I—Clause 1 (2)—its jurisdiction extends to the entire State of Andhra Pradesh.

As stated above, the jurisdiction of the proposed Agricultural University in the State would extend to the entire State of Andhra Pradesh, and all instructions at the University level in Agricultural Sciences, as broadly defined in the proposed Act, would come within the structure of the new University.

Thus the various Colleges of Agriculture and Veterinary which are now functioning either as constituent colleges or as affiliated colleges of the existing Universities or such colleges which shall be established later for instruction in Agricultural Sciences, will come within the structure of the proposed Agricultural University.

Such is also the recommendation of a High Power Committee appointed by the Indian Council of Agricultural Research which met recently in September and discussed the Draft University Bill at length.

The Osmania University authorities have agreed to transfer the present Agricultural and Veterinary Colleges for purposes of the proposed University.

As per the provision of the Act of the proposed University, the College of Agriculture, Bapatla, under Andhra University and the Veterinary College, Tirupati, under Sri Venkateswara University shall have to function as constituent colleges of the proposed Agricultural University. You are also aware of the fact that the above two colleges affiliated to the two States Universities stated above are, under the administrative control of the State Departments of Agriculture and Veterinary and the finances for the above institutions are also provided by the State Government.

Under these circumstances Government desire to know your reactions and the line of action that you propose to be taken in this regard for the necessary amendment of the concerned provisions of the Act of the respective Universities.

It may further be added that the Andhra University Act provides under Chapter I—Clause 1 (4) the following :

“ The Local Government may, by notification, exclude any district or part of a district or any college or institution from the operation of this Act.”

Your acceptance of the provision of the Act relating to the jurisdiction of the proposed Agricultural University and also to allow the present Agricultural and Veterinary Colleges to form constituent colleges of the new University would provide chances of a concentrated instruction in Agriculture and allied sciences. It would also be in keeping with the land-grant system of the United States since Agricultural Universities in India have been designed on the model of land-grant Universities.

Since the Draft University Bill for the proposed Agricultural University in the State is to be finalised, it is therefore requested to treat this as **VERY URGENT** and to send your replies as early as possible.

SYNDICATE RESOLUTION DATED 26-11-1960

RESOLVED that before an authoritative opinion could be given about amending the University Act and enabling the new Agricultural University to affiliate institutions situated within the territorial jurisdiction of Sri Venkateswara University, it would be necessary to consult the Senate and other authorities of the University because (a) the Senate was always consulted before amending the University Act and (b) because the Senate is the body authorized by the Laws of the University to disaffiliate a College and the present proposals involve such disaffiliation; that in accordance with the recent practice this University should not express its views on a question so important as this without consulting the other two Universities in Andhra Pradesh, but that in as much as an urgent reply has been asked for, the following views of the Syndicate might be communicated to Government :—

The Syndicate is opposed to the idea of giving the new University power to affiliate institutions throughout Andhra Pradesh. The University Education Commission of 1948 stated as follows in Chapter 17, page 551 :—

“ A University is more than a technical school. It should be a place for providing a student with opportunity for all-round well-proportioned education for effective living and for citizenship, in addition to preparation for a calling. It may occur that a University shall develop special strength in some particular field, as in engineering or industrial development or in teacher-training or in forestry or fisheries. In fact, since no institution can be excellent in everything, it is desirable that areas of special strength be developed at least in all but perhaps the largest of our universities. However, these areas of special strength should be in addition to facilities for all round higher education, and should not be a substitute for such facilities. Unless an institution aims at providing such all-round training it should continue as a technical institute and should not aspire to be a University. ”

It has also been the general view that single faculty Universities are a contradiction in terms. A University should provide in the same opportunities for study of different kinds with all the advantages of cross-fertilisation. A single faculty University, therefore, has a serious handicap. But if in addition to that, all institutions in this State teaching Agriculture and Veterinary Science are to be affiliated to a single University, all of them would share this isolation and its disadvantages. These institutions are now teaching up to the degree level and some of them also have post-graduate courses. Such of them as are located in the neighbourhood of a University College have an additional advantage. If, on the other hand, their contact with other faculties is removed and they are placed under the control and guidance of a single Agriculture University, they might gradually reach the same position as Polytechnics and Technological schools under the control of a Government department. They will lose the benefits of association with other faculties and this would affect the standard of attainment of students as well as the status of the teachers. If the present proposals for affiliating all Veterinary and Agriculture Colleges to a single-faculty University in the State is considered to be desirable, the reasoning which resulted in this conclusion, should also prevail for putting all

Engineering Colleges under an Engineering University, all Medical Colleges under a Medical University, and all departments of Physics under a Physics University. In fact, there are already proposals that there should be a Sanskrit University which would affiliate all Sanskrit institutions to it. This vertical fissure in higher learning by Faculties will lead to very serious consequences and may result in virtual dis-memberment of Universities.

In any case, it will be prudent to wait till the new Agricultural University finds its feet and we are in a position to judge its special quality. Till then it would be useful to let it remain as a unitary institution. In fact, it would be good, if this institution, even if it is authorised to confer degrees through the powers possessed by the U.G.C., is not called a University to start with.

It was as late as 1954 that Sri Venkateswara University was established by the Act of the Andhra Legislature and it provided by Section 6, Clause 5 of the University Act that no institution in this area shall be affiliated to any University outside the area. This provision was even more emphatic than the mere territorial jurisdiction possessed by the other two Universities in the matter of excluding any other Universities affiliating institutions in Sri Venkateswara University area. This provision of the Act was in accordance with the well-established view in this country that each University should have a definite and exclusive territorial jurisdiction. In academic circles the continuance of this rule is considered to be necessary. It is, therefore, desirable that this new institution should for the present be a Unitary one.



APPENDIX B

THE REPORT OF THE SUB-COMMITTEE ON THE THREE-YEARS DIPLOMA IN THE RURAL SERVICES OF THE RURAL INSTITUTES.

The University Education Commission set up by the Government of India under the Chairmanship of Dr. S. Radhakrishnan emphasised the tragic discrepancy between the services rendered by the traditional education and the needs of the people predominantly rural in occupation and outlook. The Commission, therefore, pointed out that while improvements in the traditional colleges should be undertaken to meet this need, there was a vast field for pioneering work in evolving new institutions of higher learning which would specifically cater to the needs and aspirations of the rural people.

In January 1955 the Government of India set up a Committee under the Chairmanship of Dr. K. L. Shrimali to formulate a clearer picture of the pattern of higher education for rural areas. The Shrimali Committee recommended the setting up of rural institutes in selected places and of a National Council for Rural Higher Education to co-ordinate and guide the work of these Institutions. To implement these recommendations the Ministry of Education of the Government of India have sponsored ten rural Institutes. These Institutions have been working for a period ranging from two to four years by now. Some were

started in 1956, some in 1957 and some in 1958. The Government of India thought that it was desirable to assess the work of these Institutions particularly with reference to the possibility of their being recognised not only for purposes of Government service but also for enabling the students of these Institutions to carry on post-graduate and research work in the Universities.

The Government of India, therefore, addressed a letter to the Inter-University Board explaining the Raison d'être of these Institutes and requesting the Board to recommend the recognition of the Diploma by the Universities as equivalent to their first degree. The Government of India expressed the hope that the Board, after studying the courses of studies and after seeing the normal working of these Institutes, would offer any comments they liked with a view to their improvement.

CONSIDERATION OF THE REQUEST BY THE STANDING COMMITTEE AND ITS RESOLUTION :

The question was at first referred to the Inter-University Board of India when it met in Peradeniya, Ceylon on December 17, 1957. The Board resolved that the matter be referred to the Standing Committee for its consideration. The question was then placed before the Standing Committee of the Inter-University Board which met on March 9, 1958. The Standing Committee of the Board had the benefit of hearing the advice on the subject from Dr. A. M. D'Rozario, Jt. Education Adviser to the Government of India, Ministry of Education, who attended the meeting as a representative of the Ministry of Education, by special invitation. The Standing Committee then resolved as follows : "RESOLVED that since the Diploma is a radical departure from the accepted courses of the Universities, more detailed information about the personnel and the teaching staff, the type of question papers set for the examinations and the entrance qualifications prescribed be obtained. RESOLVED FURTHER that information be sought also on the syllabus and especially the text books prescribed. RESOLVED ALSO that the reports of the Inspectors of the Institutes which have been submitted to the Government be called for from the Ministry of Education, Government of India. RESOLVED ALSO that Inspection Committees be appointed which, after visiting some of these Institutes, could submit their report to the Standing Committee ; that all this material be placed before the next meeting of the Inter-University Board. RESOLVED ALSO that the Government of India be requested to meet the travelling and other necessary expenses of these Committees."

On receipt of the information required by the Standing Committee for an adequate consideration of the subject, the Standing Committee constituted a Special Committee to inspect the Rural Institutes and make a report on the quality and standard of the training imparted to the candidates undergoing the three-year Diploma Course. The following was the Committee constituted :

1. Shri D. C. Pavate, Vice-Chancellor, Karnatak University, Dharwar.
2. Dr. P. Parija, Vice-Chancellor, Utkal University, Cuttack.
3. Shri B. N. Jha, Vice-Chancellor, Gorakhpur University, Gorakhpur.

4. Prof. V. K. Ayappan Pillai, Secretary, Inter-University Board of India.
5. A representative of the National Council for Rural Higher Education.

The National Council for Rural Higher Education nominated Shri T. S. Avinashilingam, M. P., who is himself Director of the Shri Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore, as an additional member of the Committee. The Government of India also very generously agreed to meet all the expenses incurred by the Inter-University Board in connection with the work of this Inspection Committee.

The Committee regrets the very considerable delay that has happened in the completion of its task. The Vice-Chancellor members amidst their various pre-occupations did not find it easy to spare the time for the work of inspection of these Institutes scattered far and wide over the country. Not all the members have been able to visit all the Institutes; but, care was taken to see that at least one Vice-Chancellor member of the Committee was available for every visiting team.

The first Institute that was visited by the Committee was the Jamia Millia Rural Institute, New Delhi. Inspection was conducted on March 2, 1959. The team consisted of Shri D. C. Pavate, Vice-Chancellor, Karnatak University, Dharwar, Dr. P. Parija, Vice-Chancellor, Utkal University, Cuttack, Prof. V. K. Ayappan Pillai, Secretary, Inter-University Board and Shri T. S. Avinashilingam, M. P. The Sri Ramakrishna Mission Vidyalaya and the Gandhigram Rural Institute were inspected on succeeding days in April 1959. The members of the Committee which inspected were Shri D. C. Pavate and Prof. V. K. Ayappan Pillai for the Shri Ramakrishna Mission Vidyalaya and Shri D. C. Pavate, Prof. V. K. Ayappan Pillai and Shri T. S. Avinashilingam, M. P. for the Gandhigram Rural Institute. The Balwant Vidyapeeth Rural Institute, Bichpuri, Agra, was inspected by Shri B. N. Jha, Prof. V. K. Ayappan Pillai and Shri T. S. Avinashilingam, M. P. on 28th September, 1959. The Institute of Rural Higher Education, Sriniketan followed next. Dr. P. Parija, Prof. V. K. Ayappan Pillai and Shri T. S. Avinashilingam, M. P. constituted the team which visited the Institute on 1st October, 1959. Not much inspection was possible that day on account of very heavy rains; but, the visiting Committee saw the more essential things and held discussions with the authorities. The next Institute visited was the Vidya Bhawan Rural Institute, Udaipur. The team consisted of Dr. P. Parija, Prof. V. K. Ayappan Pillai and Shri T. S. Avinashilingam, M. P. and it visited the Institute on 6th and 7th March, 1960. The same team visited the Mouni Vidyapeeth Rural Institute, Gargoti, on 9th and 10th March, 1960. The last Institute visited by the Committee which consisted of Shri D. C. Pavate and Prof. V. K. Ayappan Pillai was the Rural Institute, Amravati, on March 21, 1960. The Committee has not been able to visit one of the nine Institutes, the tenth having discontinued its courses in Rural Services Diploma. The Rural Institute of Higher Studies, Sundarnagar, Birouli, Digra, Bihar, is rather difficult of access and it was thought best to postpone the visit to some other time.

The Committee at the very outset would observe that these Institutions are an interesting and valuable experiment in Education, the success of which

would have a very great effect on the Educational system of this country. The members of the Committee who had opportunities of seeing these Institutions at work were greatly impressed by the enthusiasm and the devotion of the teaching staff. They had also opportunities of meeting the students and teachers both individually and in groups at several centres. There is evidently very great enthusiasm and the teachers and the students are no doubt inspired by very high and noble ideals. In assessing the work of these institutions, however, we have first of all to see how far the original objectives of the Institutions have been fulfilled or are being fulfilled ; and, secondly, whether the standard of education given is such as would merit recognition by the Universities as equivalent to the first degree. In assessing the work of these Institutions, we should recognise the fact that their progress could not possibly be uniform. We were favourably impressed by the Institutes, at Udaipur, Agra, Coimbatore, Madura, Gargoti and Amravati, although it must be said that the standard of work even in these Institutions varies from Institute to Institute. We were not so favourably impressed by the Jamia Millia and the Sriniketan Institutes. In neither of these Institutions is there adequate accommodation for class rooms. It is understood, however, that efforts are being made to provide separate buildings in Jamia Milia as well as in Sriniketan. We might recall here the observation of the Shrimali Committee that the Institutions are not planned to be a parallel to the colleges now affiliated to the Universities in India, but are designed to be a modest experiment in meeting the needs of the rural population. The success of the experiment would, therefore, depend to a great extent on the willingness of the students to remain in the countryside, and demonstrate the benefits of the education they had received. In reply to a question put by the Secretary to students at Udaipur whether they would be willing to go back to the villages and make use of the training they had received, they replied they were eager and willing ; but, at the same time they must earn a living. Unless, therefore, opportunities are made available for reasonable gainful employment for the Diploma holders in the villages themselves it would be idle to expect them to remain in the countryside. The National Council for Rural Higher Education, is, it is understood, fully alive to this need. Although any compulsion may be undesirable it would be well if the services of these Diploma holders are made available to the villages for some years following their graduation. The University Education Commission report states : " The Student of the rural College or University should not be isolated from the life of his time. Should he make a deliberate choice of urban living, no barriers should be put in his way. Rural life should be made so interesting and productive so full of opportunity and adventure that it will be preferred. The aim of rural education should be to make it so."

We would now examine the syllabus followed and the work done in these Institutes. Since the teacher is the pivot of the whole work, it is gratifying to note that the quality of the teaching staff appointed compares very favourably with that in the ordinary colleges affiliated to the Universities. The scale of salary as well as the qualifications of the teachers also are very much the same as those obtaining in the ordinary colleges. In fact in some of the Institutes the teachers are much better paid than the minimum recommended by the U. G. C. Coming to the syllabus we notice that the following are compulsory subjects ;

A. (a) Languages

1. English
2. Regional Language.
3. Hindi for non-Hindi areas and some other Indian Language preferably a South Indian Language for Hindi area.

(b) Story of Civilisation.**(c) Story****(d) Introduction to Rural Problems (*viz.*, Economic, Sociological, Agricultural, Engineering, Health and Sanitation, Educational and Administrative Problems with emphasis on field work.)****B. Any one of the following groups is to be taken in addition to the compulsory subjects.****I. Public Administration Group**

1. Political Science and
2. Any one of the following subjects :
 - (i) History
 - (ii) Economics
 - (iii) Sociology

II. Co-operation Group

1. Economics
2. Co-operation

III. Social Work Group

1. Sociology
2. Social work

IV. Social Education Group

1. Sociology
2. Social Education

V. General Education Group**A. Humanities Section****Any two of the following subjects :**

1. Geography
2. Political Science
3. History
4. Psychology
5. Mathematics
6. English
7. Economics
8. Hindi Literature
9. A Classical Language

OR**B. Science Section****Any two of the following subjects :**

1. Physics
2. Chemistry
3. Mathematics
4. Zoology
5. Botany

VI. Fine Arts Group

1. History of Art and one of the following subjects :
 - (i) Dance
 - (ii) Painting
 - (iii) Dramatics
 - (iv) Sculpture

OR

2. Music

VII. Village Industries Group

1. Economics
2. Village Industries

VIII. Home Science Group

Home Science applied to rural problems.

The syllabus, it can be easily seen, is well conceived and comprises several disciplines which would permit the cultural development of the student in addition to providing training in rural problems. The actual carrying out of the syllabus in these Institutions is, however, a different matter. We notice that the Compulsory Subjects which are called "Core Subjects" by the Government of India are not given uniform treatment. According to the instructions of the National Council there should be 200 working days per year of six hours including field work and extension and 1200 hours are to be devoted during the three years for the "Core Subjects."

The 1200 hours are to be distributed as under

(a) English	250 hours
(b) Regional Language	125 ..
(c) Modern Indian Language	125 ..
(d) Story of Civilisation	200 ..
(e) Introduction to Rural Problems	500 ..
	1200 ..

This distribution appears to the Committee to be reasonable, but, in actual practice, however, the Institutes do not seem to follow this even approximately especially in the matter of languages. For instance, the Regional Language and Modern Indian Language do not receive the same treatment in regard to the allotment of periods. Nor do the Story of Civilization and Introduction to Rural Problems get the periods allotted to them. Regional Language invariably receives more attention than "Modern Indian Language", although it was originally intended that they should receive the same number

of periods. In the Balwant Vidyapeeth Rural Institute, Agra, for instance, English is taught in the 1st year for $4\frac{1}{2}$ hours, $7\frac{1}{2}$ hours in the IIInd year and 12 hours in the IIIrd year. The Regional Language for $3\frac{1}{2}$ hours in the 1st year and $3\frac{1}{2}$ hours in the IIInd year. The Modern Indian Language (Marathi in this case) is taught for $1\frac{1}{2}$ hours in the 1st year and $1\frac{1}{2}$ hours in the IIInd year. Introduction to Rural Problems is allotted $6\frac{1}{2}$ hours of teaching *plus* 3 hours of field work in the 1st year and $7\frac{1}{2}$ hours in the IIInd year. This distribution of periods to the various "Core Subjects" shows that the only subjects that seem to matter are apparently English and Rural Problems. We view with appreciation the anxiety of the Institute to give more time to Rural Problems as they form a vital "Core Subject" in such Institutes; but, we cannot view with favour the allotment of so much time to English although we realise the importance of English. In this Institute, assuming that there are 34 working weeks per year, the number of hours given to English will come to something like 800 as against 250 recommended by the Ministry of Education. This is not an isolated instance. Almost every Institute gives a lion's share to English in the allotment of periods and, the Modern Indian Language, Hindi in the South Indian Institutes and a South Indian Language in the case of northern Indian Institutes is given inadequate treatment. In fact one would expect that the Balwant Vidyapeeth, Agra, would make provision for the teaching of a South Indian Language; but, instead it is teaching Marathi, against Hindi taught in the South Indian Institutes. The Institutes in South India similarly shows scant courtesy to Hindi. If emphasis is to be placed on any language in these Institutes, it should be either Hindi or a second Indian Language. At least in these Institutes which are sponsored by the Government of India, they could easily have insisted on the compulsory teaching of one of the South Indian Languages in the North and of giving adequate attention to Hindi in the South Indian Institutes. This we are afraid has not been done. Institutes which are designed to turn out efficient officers for rural welfare should ordinarily give good training in rural problems. Sufficient importance is not given to rural problems in all the Institutes. For instance, the total number of hours devoted to this subject falls short of the prescribed 500 in the case of some Institutes. It would appear, therefore, that the time allotment has been lopsided in most cases at least in so far as the teaching of languages is concerned. We may suggest the revision of the time table on the following basis :

A. **LANGUAGES** : Each language should be regarded as of equal importance and should have just one unit of teaching. A unit of teaching should comprise four periods of 45 minutes or three periods of one hour each. Thus English, Regional Language and Modern Indian Language should receive equal importance and should be given each one unit of teaching. This will in effect mean the allotment of about 125 periods each year to each of the languages. The remaining periods available should be devoted to the proper treatment of "Story of Civilization" and the study of "Rural Problems". The courses prescribed in these two subjects are very good; but, there is no reference to any text books and in consequence there is risk of haphazard treatment in different institutions. To obtain uniformity in this respect we would suggest that suitable text books should be got written on these two courses of study in English in the first instance. They may be provided in the regional languages and Hindi later on.

B. OPTIONAL GROUPS : In regard to the optionals provided we notice that no Institute provides training in General Education Group. This is as it should be. As has already been pointed out by the Shrimali Committee, these Institutions are not designed to be parallel institutes to the colleges affiliated to the Universities, and provision for instruction in subjects of the General Education Group would make these Institutes almost the same as the colleges affiliated to the Universities. We would, therefore, suggest the removal of the general education group altogether from the syllabus. The whole course of study is designed to be general education and there is no point in making separate provision for cultural subjects like History, Economics, Literature, etc., but, it would seem desirable that the graduate of these Institutes should have some knowledge of general sciences and this should be provided in compulsory subjects by suitable adjustment. One unit of teaching i.e., three hours of work could be allotted in a week for general sciences. Provision may be made for a basic course in Physics, Chemistry and Biology. This is the case in most of the Universities and this might be provided also as one of the " Core Subjects " as part of general education. One Institute in the South has given one and half hours to Music in the " Core Subjects." We have no objection to this. The other Institutes may also consider the desirability of providing some elementary training in one subject of the Fine Arts Group.

The only subjects for which the students of these Institutes may possibly proceed to post-graduate instruction are History, Economics and Sociology. In these subjects, the standard seems to be more or less the same as that of B. A. (Pass).

In regard to library, these Institutes except some two or three, are neither well equipped nor well stocked with books. We found that there was not a single book of English Classic in Gargoti. Most Institutes have not made adequate provision for recurring expenditure for the development of Libraries. This is particularly unfortunate because the National Council very generously gives a grant of Rs. 10,000/- for the development of Libraries and there is no evidence to show that some of the Institutes have spent even the grant made by the Government of India. In fact every Institute should in the initial stage spend a good deal more than what they receive by way of grant from the National Council. There is no trained Librarian in most of these Institutes who could help students in the choice of books for their reading.

The University Education Commission report advocates freedom for creative education in Rural Universities and remarks that ' that freedom would be destroyed by any system of uniform external examination.' The National Council has, however, found external examination unavoidable and English is one of the Core subjects in which external examination is provided. We think that this is a wise policy that the National Council has adopted. External examinations are necessary at least in the beginning until the Institutes are sufficiently well developed to have their own traditions. The Diploma awarded as a result of this internal and external examinations is already recognised as equivalent to the B. A. Degree for purposes of employment by the Govern-

ment of India and some of the State Governments. Since these Institutes give specialised training for services in rural areas as Social Education Organisers or as Inspectors in the Co-operative departments, it may be possible to give preference to these graduates in all development schemes of rural areas. We hope that the States which have not so far recognised the Diploma as equivalent to B. A. for purposes of employment will do so.

Now the only question that remains for us to decide is whether it should be accepted as equivalent to the first degree of a University for all other purposes as well. After taking into consideration the quality of students that seek admission to these Institutes, the Courses of study and the training generally imparted and its standard of examinations, we would recommend that selected candidates be accepted as well for purposes of post-graduate instruction. The only point is for what subjects will students of these Institutes be fit for carrying on post-graduate work of the University standard. Obviously they will not be qualified for English, Mathematics or a science subject. The courses in which they can with profit prosecute higher studies are Economics, Sociology and History and some other disciplines in the Humanities. In view of the valuable experiment that is being carried on in Education by these Institutes we would like that Universities should extend the maximum possible amount of consideration to these students and will admit the deserving ones to post-graduate classes in the subjects. Of course the admissions to post-graduate classes are always made on merit and those students who have obtained the 1st or IIInd class in the Diploma Examination be considered eligible for admission to post-graduate courses. We also recommend them for professional training like Education, Law, Public Administration, etc.

Sd. D. C. Pavate

B. N. Jha

T. S. Avinashilingam

P. Parija

V. K. Ayappan Pillai

APPENDIX C

At the 34th Annual Meeting of the Inter-University Board held on the 23rd and 24th February, 1959 at Chandigarh, the following resolution was adopted by the Board on the subject of equivalence of General Certificate of Education (Ordinary and Advanced) for admission to the Indian Universities :

"Resolved that the General Certificate of Education, Ordinary, be regarded as equivalent to the Matriculation standard ;

"Resolved further that the holders of the Advanced level of the General Certificate of Education might be regarded as having successfully completed the first year of the 3-year degree course, and might be admitted to the Professional courses direct provided the subjects taken by them are such as are required for their respective professions."

2. The office of the High Commission for India in U. K. has now forwarded copies of the correspondence exchanged with the Secretary, Local Examinations Syndicate, University of Cambridge, in regard to the standard of General Certificate of Education Examination *vis-a-vis* Overseas Senior Cambridge School Leaving Certificate Examination conducted in India and other parts of the Commonwealth. A copy of the letter received from them, together with its enclosures, is attached.

3. According to the Indian High Commission in U. K., the Cambridge School Leaving Certificate has been given more or less equal status to that of Higher Secondary, and that, unfortunately, the same status has not been given to the G. C. E. Ordinary Level.

4. It is accordingly requested that the question of equivalence of G. C. E. (Ordinary) may kindly be re-examined by the Inter-University Board of India in the light of the aforesaid observations with a view to equating the G. C. E. (Ordinary), Examination with Higher Secondary Examination instead of Matriculation Examination as at present.

— — —

Copy of letter No. E. S. 30. 1. 1 dated the 13th June, 1960 from B. Sen Esq., Education Department, India House, London, W. C. 2. addressed to Shri T. S. Bhatia, Under Secretary, Ministry of Education, Government of India, New Delhi.

Please refer to your letter No. F. 27-15/57-U.5 dated 5th June, 1960 regarding the equivalence of the General Certificate of Education (Ordinary and Advanced) of the London University to the examinations of Indian Universities. In this connection I would like to draw your attention to Dr. D. 'Rozario's earlier letter where he explained the position regarding status of General Certificate of Education—Ordinary and Advanced in respect of Senior Cambridge and Overseas Higher School Leaving Certificate awarded by the University of Cambridge.

In this connection I am now enclosing a copy of my letter of even number dated 2nd June 1960 and a copy of Cambridge University's letter No. RDM/RP/9/2/1 dated 8th June 1960. From the first para of the letter it is quite clear that the Cambridge School Leaving Certificate Examination taken in India and elsewhere is equivalent to the Ordinary Level—G. C. E.

So far as I am aware Cambridge School Leaving Certificate has been given more or less equal status to that of Higher Secondary but, unfortunately, the same status has not been given for the G. C. E. Ordinary Level.

I should be extremely grateful if you would kindly examine the matter in detail and send your recommendation to Inter-University Board for their consideration.

—

Copy of letter No. E. S. 30. 1. 1 dated the 2nd June, 1960, from B. Sen Esq., Education Department, India House, London, W. C. 2., addressed to the Secretary, Local Examination Syndicate, University of Cambridge, Mill Lane, Cambridge.

SUBJECT :—*Recognition of Overseas Senior Cambridge School Leaving Certificate.*

We have recently received an inquiry regarding the standard of the Overseas Senior Cambridge School Leaving Certificate which is conducted in India and other parts of the Commonwealth.

I should be extremely grateful if you would kindly let us know what is the standard of this examination *vis-a-vis* General Certificate of Education, both Ordinary Level as well as Advanced Level awarded by the University of London, Cambridge and other Universities.

An early reply will be greatly appreciated.

—

Copy of letter No. RDM/RP/9/2/1 dated the 8th June, 1960, from Assistant to the Secretaries, University of Cambridge, Local Examinations Syndicate, Syndicate Buildings, Cambridge, addressed to B. Sen Esq., Education Department, India House, London, W. C. 2.

In reply to your letter ES. 30. 1. 1 dated 2nd June, a pass with credit in our School Certificate Examination taken in India and elsewhere is accepted by Universities and Professional Bodies as the equivalent of a pass at Ordinary Level in the Syndicate's examination for the General Certificate of Education taken by Schools in the United Kingdom.

There is no equivalence between the School Certificate examination and the General Certificate of Education Examination at Advanced level. Our

oversea examination which corresponds to the General Certificate of Education at Advanced level is the Higher School Certificate examination. A pass in a Principal subject of our Higher School Certificate examination is recognised by Universities and Professional Bodies as the equivalent of a pass at Advanced level in the General Certificate of Education.

The Syndicate guarantees the maintenance of the equivalencies mentioned above as between its School Certificate and Higher School Certificate examinations and its General Certificate of Education examination held in the United Kingdom.

APPENDIX D

SYLLABUS FOR THE PRE-UNIVERSITY EDUCATION IN THAILAND

Introductory Statement

1. *Aims and Purposes:* The syllabus for Pre-University Education covers a period of two years after secondary education. It is expected to give a foundation necessary for the continuation in any courses in the university and in the meantime to explore the abilities and attitudes of each student for further development in the university.
2. *Courses:* This syllabus is divided into two courses:—
 - (a) Arts
 - (b) Science

Apart from the Thai and English languages required for both courses, the Arts Course also requires mathematics, social studies and another foreign language while the Science Course requires mathematics and science. This syllabus also has several elective subjects in both courses. Schools may teach any subjects prescribed to meet the needs and special abilities of each student.

Students who have fulfilled the requirements of either course may continue their studies in the university under the following faculties:—

The Arts Course

Arts
Education
Political Science
Administration
Economics
Commerce
Accountancy
Social Welfare Work etc.

The Science Course

Pure Science
Architecture
Engineering
Medical Science
Veterinary
Dentistry
Agriculture
Forestry etc.

3. Period of Study : There shall be not more than 30 hours of class work per week. Subjects selected may make the hours different, the school may use the 1-2 hours left over for any kinds of activities, such as training, in Morals, Culture or Physical Education. School Attendance during one academic year should not be less than 200 days.

4. Courses of Instruction: (a) The Arts Course is composed of the following subjects :—

1st year Required : 1. Thai language

2. English language

3. Mathematics I. B.

4. Foreign Language (second language) 1

5. Geography and History

Electives : Select one Subject from the following :—

1. General Science 1

2. Secretarial work

3. Fine Arts (selection is offered)

2nd year Required : 1. Thai language

2. English language

3. Social Studies B.

4. Mathematics 2 B or Foreign Language (second Language) 2

Electives : Select 2 subjects from the following :—

1. Mathematics 2B. (if not selected as a required)

2. Foreign Language (second Language) 2 (if not selected as a required)

3. General Science 1 (if not selected in the 1st year)

4. General Science 2 (may be selected if General Science 1 is taken in the 1st year)

5. Secretarial Work (if not selected in the 1st year)

6. Fine Arts 1 (if not selected in the 1st year)

7. Fine Arts 2 (if Fine Arts 1 is selected in the 1st year).

(b) The Science Course is composed of the following subjects :—

1st year Required : 1. Thai Language

2. English Language

3. Mathematics 1A.

4. Physics, Chemistry and Biology 1

Electives : Select 2 subjects from the following :—

1. Foreign Language (second language) 1

2. Social Studies A.

3. Secretarial Work

4. Fine Arts 1

2nd year Required : 1. Thai Language

2. English Language

3. Mathematics 2 A.

4. Physics, Chemistry and Biology 2.

Electives : Select 1 subject from the following :—

1. Foreign Language (second language) 1
(if not selected in the 1st year)

2. Foreign Language (second Language) 2
(if Foreign Language (second language) 1 is
selected in the 1st year)

3. Social Studies A. (if not selected in the 1st
year)

4. Secretarial Work (if not selected in the 1st
year)

5. Fine Arts 1 (if not selected in the 1st year)

6. Fine Arts 2 (if Fine Arts 1 is selected in the
1st year)

5. *Hours of study per week* : Hours of study for each subject :—

Group	Subjects	Hours of Study per Week			
		Arts		Science	
		1st year	2nd year	1st year	2nd year
Required	1. Thai Language	2	2	2	2
	2. English Language	10	10	9	9
	3. Social Studies B.	—	5	—	—
	4. Mathematics 1A	—	—	6	—
	1B	5	—	—	—
	5. Mathematics 2A	—	—	—	6
	2B	—	4	—	—
	6. Phy. Chem. & Biology 1	—	—	0	—
	7. Phy. Chem. & Biology 2	—	—	—	9
	8. Foreign Language (second lang.1)	5	—	—	—
	9. Foreign Language (second lang.2)	—	4	—	—
	10. Geography & History	3	—	—	—

Group	Subjects	Hours of study per week			
		Arts		Science	
		1st year	2nd year	1st year	2nd year
Electives	1. Foreign Language (2nd lang.) 1.	—	—	4	4
	2. Foreign Language (2nd lang.) 2.	—	4	—	—
	3. Fine Arts 1	3	3	3	3
	4. Fine Arts 2	—	3	—	3
	5. Social Studies A	—	—	3	3
	6. Mathematics 2 B	—	4	—	—
	7. General Science 1	4	4	—	—
	8. General Science 2	—	4	—	—
	9. Secretarial Work	3	3	3	3

N. B. "A" is for the Science Course

"B" is for the Arts Course

"1" is for the first part of the subject.

"2" is for the second part of the subject.

Note : Apart from the subjects prescribed in the syllabus, the school should provide some extra time for extra-curricular activities such as Physical Education, Military Service, Training in Assembly Programs and Attendance at Special Lectures. The other activities which will take a long period of time, i.e. Dramatic Shows and School Trips should be provided occasionally by taking some time from the hours of study.

Evaluation: The general evaluation and the final examination for the Certificate of the Pre-University Education should be arranged in accordance with the regulations of the Department of Secondary Education.

OUTLINE OF COURSE CONTENT

Thai : Study of selected texts for literary appreciation and for comprehension. Memorization of at least 100 lines from selected texts. Essay-Writing on general subjects precis-writing and letter-writing. (Hours of study : 2 hours a week throughout the 2 years)

English : Study of the vocabulary, meaning and related facts of the selected texts. Essay and letter-writing ; including spelling. Reading and Conversation : Study of the principles of pronunciation and accent. Memorization of the selected pieces. (Hours of study : 9-10 hours a week throughout the two years)

Second Foreign Language : One Language to be selected. Each Language is divided into two parts. The student having taken the first part in the first year should also take the second part in the second year.

French 1 : Study of the vocabulary and meaning of selected texts.

Reading and Conversation : Practice in Pronunciation. Elementary French Grammar the use of articles, nouns, pronouns and adjectives indicating gender and number ; the conjugation of verbs, both regular and irregular, indicating tense, mood and voice, etc. Writing simple sentences.

French 2 : Study of the vocabulary and meaning of selected texts.

Reading and Conversation and Writing ; Practice in the use of important tenses in sentences comprising daily expressions as well as specific ones.

Pali 1 : Alphabet, parts of speech and their inflexion, nouns, pronouns and adjectives indicating gender and number, verbs indicating tense, mood and voice.

Translate simple Pali into Thai and Thai into Pali.

Pali 2 : Study of the alphabet in detail, and translation of Pali into Thai and of Thai into Pali, analysis of simple Pali.

German 1 : Study of the pronunciation, inflexion of articles, synthesis, verbs, adjectives and other grammatical principles as they appear in the selected texts so as to help reading, speaking and writing.

The student should have the right pronunciation in reading aloud and speaking.

Study of words and sentences so as to be able to carry on conversation and to write on subjects of a simple nature.

German 2 : Study of selected texts with special reference to vocabulary and meaning in connection with reading, speaking and writing. To be able to use the language for any kinds of expression besides everyday German.

Chinese 1 : Starting with speaking, reading and writing Mandarin Chinese, knowing a vocabular of at least 600 standard characters in order to be able to read and express oneself on any subjects with Mandarin Chinese.

Train the student in the techniques of writing Chinese characters. Dictation of any passage from the selected texts. Transalate simple everyday Thai into Chinese, and translate Chinese into Thai by using selected texts or their equivalents. Synthesis, transformation and expansion of simple sentences.

Chinese 2 : Acquire a vocabulary of at least 1,200 standard characters of Mandarin Chinese in order to be able to read and speak Chinese. Train the student in the techniques of writing Chinese characters. Essays-writing on subjects of a narrative or descriptive nature. Everyday letter-writing in ordinary forms.

(Hours of study : 4-5 hours a week for each course)

Mathematics 1 A

Algebra : Properties of the Roots of Quadratic Equations ; Problems involving the use of Quadratic Equations ; Progressions arithmetics, geometric and harmonic, Quadratic Surds and Equations, Ratio and Proportion, Variation ; Linear Graphs and Graphs of Quadratic Equations : Theory of Indices : Logarithms and Antilogarithms ; theory of the Quadratic Equations and Functions.

Geometry : Problems on triangles, circles and regular polygons, Theorems on circles and triangles ; Theorems on squares and rectangles, rectangles in connection with circles and Medial Sections.

Trigonometry : Measurement of angles, Trigonometrical Ratios, Easy Identities ; Use of tables : Solution of right-angled triangles, easy problems on heights and distances ; Radian or circular measure ; Circular Functions, Functions of compound angles and of multiple angles.

(Hours of Study : 6 hours a week)

Mathematics 1 B.

Algebra : Principles of Graphs, Linear Graphs and Graphs of Quadratic Equations, Quadratic Equations solving by Formula, Problems of everyday life, Progressions—arithmetic and geometric, Indices and Quadratic Surds, Multiplication and division of numbers of the same base, Square Roots of Binomial Quadratic Surds, Logarithms, Ratio and Proportion, Variation such as Scales and Unitary Methods.

Geometry : Problems on triangles, circles and regular polygons, Circumference and area of a circle, Theorems on circles and triangles, Theorems on squares and rectangles, Relations between rectangles and circles.

(Hours of Study : 5 hours a week)

Mathematics 2 A.

Algebra : Harder Factors, Undetermined Coefficients, Remainder Theorems, Graphs of Parabola, Circle, Maxima and Minima, Harder Graphs.

Elementary Statistics : Statistical Data and Methods of showing data, Calculation and Statistical Uses of Proportions and Percentages, Frequency, Measures of Central Tendency, Measures of Dispersion and Measures of Skewness, Properties and uses of curves, Elementary Theories of Sampling error, Sampling estimate, Comparison between groups, Time series of Simple Correlation, and Principles of prediction.

Geometry : Theorems on Proportion, equiangular triangles : and similar triangles, Problems on internal and external division, Extreme and Mean Ratios, Theorems on areas of similar triangles and polygons Maxima and Minima.

Trigonometry ; Functions of compound and multiple angles, Transformation of products and sums, Relations between the sides and angles of a triangle, Solution of a triangle, Uses of logarithms, Measures of height and distance in one plane. (Hours of Study : 6 hours a week)

Mathematics 2 B.

Algebra : Quadratic Equations solving by Graphs, Theorems on Quadratic Equations, Theory of Functions, Theory of Indices and Surds, Quadratic Surds and Equations, Theorems of Logarithms, Graphs of Parabola, Circles, Maxima, Harder Graphs.

Elementary Statistics : Statistical Data and Methods of showing data, Calculation and Statistical Uses of Proportions and Percentages, Frequency, Measures of Central Tendency, Measures of Dispersion and Measures of Skewness, Properties and uses of curves.

Trigonometry ; Measurement of angles, Trigonometrical Ratios, Uses of tables, Solution of right-angled triangles and problems on heights and distances.

(Hours of study - 4 hours a week)

Geography and History : A brief study of World Geography the surface of the earth, changes in the earth's crust, division of the earth into regions, products in the different regions, distribution of the world's population. Man and his work, ancient and modern, industrial centres, map-reading and making.

History of Thailand : History of the Dhonburi and Ratanakosindra periods upto Rama III's reign, dealing with government, warfare, religious development, culture, arts and internal relations.

World History : Explorations by sea and expansion by European nations, colonization, French revolution, Unification of Italy and Germany, Industrial revolution, outlines of the History of the United States of America, American Civil War in brief. Settlement and development of Australia, development of science and modern inventions since the beginning of the nineteenth century, works of great scientists and inventors.

(Hours of study : 3 hours a week).

Social Studies A.

Morals : Principles of Buddhism, development of value system, important Buddhist festivals and their significance.

Culture : Study of Thai culture, etiquette and customs.

Civics : Constitutional monarchy, the Houses of Parliament, executive body, laws and Judiciary courts, administration, organization, municipalities, local sanitation.

History of the country especially of the Ratanakosindra period from Rama V upto the present time-dealing with administration, religion, culture, arts and the relationship of Thailand with other countries with regard to the conditions of western civilization with its influence over the social changes in eastern countries. Outlines of the history of the First World War upto the establishment of the United Nations and the Bill of Human Rights.

Regional geography of South East Asia location, population, physical features, weather and climate, great emphasis on natural resources, industries, trade and communications.

(Hours of study : 3 hours a week)

Social Studies B.

Morals : Principles of Buddhism, development of value system, important Buddhist festivals and their significance.

Culture : Study of Thai culture, etiquette and customs.

Civics : Constitutional monarchy the Houses of Parliament, executive body, laws and judiciary courts, administration, organization, municipalities, local sanitation.

Elementary economics of production and consumption, labour and capital, sources of wages, money, customs, banking and co-operative movements.

History of the country especially of the Ratanakosindra period from Rama IV upto the present time dealing with government religion, culture, arts and the relationship of Thailand with other countries.

History of foreign countries : India under Great Britain, China and Japan, their relationship with the western nations ; causes of the 1st World War, the League of Nations, disarmament, causes of 2nd World War, Aims and organization of the United Nations, the Bill of Human Rights.

Brief study of regional geography of countries in Europe, North America and Australia : location, population, physical features, weather and climate, natural resources, industries, trade and communications.

Study in detail of the economic geography of countries in Asia :— natural resources, industries, trade and communications.

(Hours of study : 5 hours a week)

General Science 1.

Elementary principles and uses in everyday life of Matter, Body, Forces, Properties and states of Matter, Scientific methods.

Forces, Parallel Forces, Centre of Gravity, Work and machines, Density and Specific Gravity, Pressure, Pressure of Liquids, Atmospheric-pressure, Forms of Energy, Transformation of Energy.

Sources of Heat, Temperature, Ordinary Thermometers, Uses in every day life of Expansion and Contraction, Transference of heat and its uses, Changes of state.

Air, nitrogen in the air, Nitrates, Fertilizers, Combustion, Fuels, Oxidation, Water, Dissolving effect and hardness of water.

Animal kingdom :—Common Protozoa and Invertebrates, Common Vertabrates :—Fish, Frog, bacterial and germs, simple classification of plants, seeded and seedless, plants ; living organism and environment.

Stars, Planets, the Earth, the Moon, the Solar system, the Sun as the source of heat and energy.

Static Electricity, Atmospheric Electricity, lightning Advantages and disadvantages of lightning, Direct Current, Alternating Current, Difference and uses of ; Generation of electric current: Transformer and its uses. Electric field, Electro-magnet.

Nature of sound, velocity of sound, pitch, loudness and quality, elementary principles of musical instruments.

Sources and velocity of light, mirrors, lenses, human-eyes, spectacles ; production of different colours.

(Hours of study : 4 hours a week)

General Science 2.

Mechanics, Power and Energy, Measurement and Units of Power and Energy, Buoyancy and movement of sailing-boats, kites and aeroplanes. Clinical Thermometer, Maximum and Minimum Thermometers, Thermo-

graph, Unit of the quantity of Heat, Nature and uses of Latent Heat, Steam engines, steam-turbines. Internal combustion engines, Jet engine. Synthetic substances used in everyday life, Radio-active Elements, Atomic Energy.

Physiology ; digestion, respiration, excretion, reproduction ; Fermentation, Photosynthesis, sources and prevention of infectious diseases, History of vaccination and treatment of diseases by injection : Sources, prevention and treatment of some common diseases in Thailand, Uses of Antibiotics.

Universe and theory of formation of the solar system ; Gravitation. Shooting stars, Meteors, Comets and Nebulae.

Elementary principles and uses in everyday life of :

Electrical appliances ; iron, refrigerator, air-conditioner, radio and television.

Sound recording and reproducing gramophone, television, taperecorder and sound movies.

Camera, Slide Projector, Movie Projector, telescope, Microscope.
(Hours of study : 4 hours a week)

Physics, Chemistry and Biology 1.

Stars, Planets, the Earth and the Moon, the Solar System, the Sun as the source of heat and energy, Universe and theory of the Formation of the Solar System, Gravitation, Meteors, Shooting Stars, Comets and Nebulae.

Speed, Velocity, Acceleration, Falling Bodies, Composition and Resolution of Velocities and Acceleration, Newton's Laws of Motion, Forces, Momentum, Equilibrium of Forces in one plane, Moments, Parallel Forces, Centre of Gravity, Couple, Moment of a Couple, Work, Energy, Power, Simple Machines and Efficiency Pressure of a liquid and of the atmosphere, Bramah's Press, Density and Specific Gravity.

Nature of Heat and Temperature, Expansion of Solids, Liquids and Gases, Boyle's Laws and Charles' Law, Calorimetry, Specific Heat, Change of States, Latent Heat of Fusion and Vaporisation, Vaporisation and Condensation, Transmission of Heat, Heat Engines.

Brief history of Chemistry from the ancient times upto the present day, Matter, Power, Physical Properties and Chemistry of Solids, Liquids and Gases, Change of States, Elements, Metals and Nonmetals, Mixtures and Compounds, Separation of mixtures, Types of Chemical Reaction, Dalton's Atomic Theory, Laws of Conservation of Matter, Experiments of Constant Composition, Examples of Multiple Proportions, Symbols, Valency Formulae, Equivalents, Determination of Equivalents, Atomic Weight, Determination of Atomic weight by Dulong and Petit's Law, Formulae, Empirical Formulae, Molecular Weight by Formulae, Finding Percentages of Elements in Compounds, Chemical Formulae and Equations, Study of the methods of Preparation in the laboratory, Important Properties and Uses of Oxygen, Combustion, Oxidation, Reduction, Oxides, Acids, Salts, Bases, Hydrogen, Water, Composition of Water, Solvent, Dissolution Hard Water.

Living and Non-living, Protoplasm, Cells and Cell Theory, Cell Divisions : Amitosis and Mitosis, Different types of Cells, Organs and Organ Systems, Anatomy of flowering plants : roots, stems, leaves, flowers, fruits, seeds ; Germination, Dispersal of seeds, Algae, Fungi, Bacteria, Yeast, Amoeba, Paramecium, Hydra, Differences between plants and animals.

(Hours of study : 6 hours a week)

Physics, Chemistry and Biology 2.

(a) *Physics :*

Nature and Propagation of Light, Velocity of Light, Photometry, Reflection, Refraction, curved mirrors, Lenses : convex and concave, Prism, Colours, Spectrum ; Optical Instruments eye-glass, camera, slide-projector, movie projector, telescope, microscope and television.

Nature and Types of Magnets, Polarity, Temporary and Permanent Magnets, Magnetic Induction, Molecular Theory of Magnetism, Magnetic Field, Uses of Magnetometer, Earth's Magnetism, Different types of compasses.

Electric Charge, Conductor, Insulator, Theories of Electrification, Properties of Static Electricity, Electric Machines, Electric Currents, Principles of Cells and Batteries Conductors, Resistance, Ohm's Law, batteries in series and parallel, Distribution of currents in circuits, Potential difference and Electromotive force, Galvanometer, Ammeter, Voltmeter, Measurement of Resistance, Electrolysis, Electromagnet, Electro-magnetic Induction, Dynamo, Motor, Uses of X-rays, Fluorescent lamps, Telegraph, Radio, Radio-television, Radio-activity and Atomic Energy.

(b) *Chemistry :*

Ozone, Allotropic forms of Ozone, Hydrogen Peroxide, Chlorine, Acids, Salts, Bleaching powder, Laboratory Methods of preparation, important properties and uses ; Avogadro's Hypothesis, Gay Lussac's Laws of simple proportions by volume, Vapour Density, Relationship between vapour density and molecular weight, Grammolecule, Determination of vapour density by Victor Meyer and Hoffman.

Laboratory methods of preparation and important properties and uses of the following: Nitrogen, Ammonia, Oxides of Nitrogen, Nitric Acid, Phosphorus, Phosphoric Acid, Phosphorus tri-chloride, Pentachloride, Oxides of Phosphorus and Phosphine, Sulphur, Hydrogen Sulphide, Oxides of Sulphur, Sulphuric Acid, Allotropic forms of Carbon, Oxides of Carbon, Sodium, Sodium Hydroxide, Sodium Carbonate, Solutions, Strength of Solutions, Molarity, Normality and Percentages of Weight. Sample Titration of Acids and Bases, Ionisation, Strong Acids, Weak Acids, Strong Bases, Weak Bases, Hydrolysis.

(c) *Biology :*

Tissues and organs of plants, Functions of roots, Osmosis, Diffusions, Functions of Leaves, Photo-synthesis, Chemosynthesis, Respiration, Transpiration, Simple experiments illustrating functions of leaves, Plant movements, Classification of plants and animals, earth-worms, insects, fishes, frogs, mammals; Heredity and Mendelian theory, Adaptation, Theory of evolution.

(Hours of study : 9 hours a week)

Secretarial Work :

Training in typing ; Thai and English. Typing with ten fingers, typing Thai starting ; Memorizing the keys, typing letters, words and sentences, shifting of fingers, practising speed upto 20 words a minute, study of parts of the machine, change of ribbon and care of a typewriter.

Study of some important principles of Secretarial work such as : Grouping of books, meaning of a bookindex, uses of mimeograph machines and other necessary equipment in an office, uses of references, business letter-writing, making reports, commercial documents, drafting contracts in Thai script, mailing letters, telegrams and packages locally and to foreign countries, systems of filing in government offices.

(Hours of study : 3 hours a week)

Fine Arts :

Fine Arts 1 ; one subject to be selected from any one of the following groups.

Fine Arts 2 ; another subject in the same group should be taken.

Group A,

1. *Musical instruments* : choose one musical instrument. Study of musical notes, so as to be able to play simple songs on the musical instrument and join in a band : development of skills in singing.

2. To be able to sing the prescribed Thai songs, learning musical notes, singing with the notes and singing in chorus.

Group B.

1. *Drawing* : Drawing simple Thai designs, Appreciation of Thai art. Painting with different types of colours, Freedom of expression through painting. Enjoyment in painting, Study of painting of various ages of different countries, and those paintings which have an influence over Thai artists.

2. *Sculpture* : Techniques of modelling and sculpturing with various materials. Uses of tools. Appreciation of beauty and ability to express oneself through the medium of the materials used.

Group C :

1. *Writing* : Study of Thai literature as a pattern of writing, Studying the principles and forms of writing poetry and verses. Training in writing articles, short stories or novels. Creating the ability to writing a piece of literature. A student who has a special gift in writing any types of literature should be encouraged.

2. *Drama* ; Development of skills in acting in plays. Study of some well-known plays in Thai literature including classical dances. A student who has a special gift in Thai classical dancing should be encouraged.

Group D :

1. *Carpentry* : Study of native and foreign designing, decorating and uses of paints (Paints : oil, plain and wax) in connection with production of equipment, toys and knick-knacks made from woods found locally.

2. *Metal-work* : Study of native and foreign designing, decorating and uses of paints (Paints : plain spraying, plating in connection with production of

equipment, toys and knick-knacks made with different kinds of metal found locally.

3. *Work with clay* ; Study of designing, decorating and uses of paints (Paints : slip and enamel) in connection with production of equipment, toys and knick-knacks made from clay found locally.

4. *Bamboo-work* : Study of designing, decorating and uses of paints (Spraying, painting and varnishing) in connection with production of equipment, toys and knick-knacks made from bamboo found locally.

5. *Paper-work* : Study of designing, decorating and uses of paints (Spraying and painting, coloured paper, silver and gold) in connection with production of equipment, toys and knick-knacks made of paper found locally.

6. *Weaving* : Study of designing, decorating and use of colours (Dyeing, threads in different colours, silver and gold threads) in connection with production of equipment, toys and knick-knacks made from thread, hemp, jute, reeds, grass found locally).

(Hours of study : 3 hours a week for any subject)

APPENDIX E

National Laboratories/Institutes which have been recognised by Universities for postgraduate study and research.

Sl. No.	Name of the Laboratory.	Universities affording recognition.
1	2	3
1.	National Physical Laboratory, New Delhi.	1. Andhra University. 2. M. S. University of Baroda. 3. Bombay University. 4. Banaras Hindu University. 5. Panjab University. 6. Delhi University. 7. Madras University. 8. Agra University. 9. Travancore University.
2.	Central Road Research Institute, New Delhi.	1. Agra University. 2. Andhra University. 3. Madras University.
3.	Central Salt Research Institute, Bhavnagar.	1. Bombay University. 2. Karnatak University, Dharwar.
4.	Central Drug Research Institute, Lucknow.	1. Agra University. 2. Aligarh University. 3. Andhra University. 4. Bombay University. 5. Calcutta University. 6. Madras University. 7. Poona University. 8. Panjab University. 9. Vikram University, Ujjain.

1	2	3
5. Central Building Research Institute, Roorkee.	1. Bombay University. 2. Poona University.	
6. Central Electro-Chemical Research Institute, Karaikudi.	1. Agra University. 2. Andhra University. 3. Bombay University. 4. Karnatak University.	
7. Central Leather Research Institute, Madras.	1. Madras University. 2. Karnatak University. 3. Rajasthan University.	
8. National Metallurgical Laboratory, Jamshedpur.	1. Agra University. 2. Andhra University. 3. Bombay University. 4. Madras University. 5. Banaras Hindu University.	
9. Central Fuel Research Institute, Jealgora.	1. Agra University. 2. Andhra University. 3. Aligarh University. 4. Baroda University. 5. Bombay University. 6. Kerala University.	
10. Central Glass & Ceramic Research Institute, Calcutta.	1. Agra University. 2. Andhra University. 3. Banaras University. 4. Calcutta University. (although formal recognition has not been received but two research workers of the Institute have enrolled themselves with Calcutta University for Ph. D. degrees).	
11. Central Food Technological Research Institute, Mysore.	1. Panjab University. 2. Nagpur University. 3. Bombay University. 4. Madras University. 5. Poona University.	
12. Regional Research Laboratory, Hyderabad.	1. Osmania University, Hyderabad. 2. Andhra University, Waltair. 3. Poona University. 4. Kerala University, Trivandrum. 5. Muslim University, Aligarh. 6. Banaras Hindu University, Varanasi. 7. Calcutta University, Calcutta. 8. Nagpur University, Nagpur.	
13. National Botanic Gardens, Lucknow.	1. Agra University. 2. Karnatak University.	
14. National Chemical Laboratory, Poona.	1. Madras University. 2. Poona University. 3. Bombay University. 4. Agra University.	
15. Indian Institute for Biochemistry and Experimental Medicine, Calcutta.	1. Calcutta University.	

APPENDIX F

Universities

Summary of replies received from the Universities on the Subject.

1. BOMBAY

English is at present the medium of instruction in this University and there is no proposal before the University authorities concerned for any immediate change in the medium.

2. CALCUTTA

I. The University agrees to the following recommendations of the Committee ; Nos. (1), (2), (3), (8), (11), (12), (13) & (14).

II. The University generally agrees to recommendation No. (4) but is of opinion that teaching of English should start from Class III, as in most Schools in West Bengal.

III. As regards recommendation No. (5), in view of the fact that at present teachers get training in methods of teaching English in Teachers' Training Colleges where courses and curricula are controlled by the University, the University has decided that the curricula may be modified from time to time to include the latest technique.

The University expects the new Institute for Teaching English recently established at Bangalore by the Government of India, to make important contributions towards improved teaching methods.

In conformity with the recommendations of the Mudaliar Commission and the All-India Council for Secondary Education, the Board of Secondary Education, West Bengal, has recommended teaching of English through graded structures and controlled Vocabulary as an alternative to the existing method of teaching. Accordingly, tentative lists of structure patterns for the first five years and controlled vocabulary for the first three years have been drawn up by the Board and these will soon be finalised.

The University also notes with satisfaction that the All-India Council for Secondary Education has recently published a list of structure patterns for the first three years of study of English and proposes soon to publish another covering the next three years.

The University has decided that in view of much dearth of teachers with a knowledge of teaching English by the structure method, this method should be included in the B.T. Course. A Committee has already been set up to devise ways and means for introducing the regional language in all or in some particular subjects of study.

IV. As regards recommendation No. (6), the Board of Secondary Education, West Bengal, will perhaps invite textbooks written on the graded structure patterns when the lists referred to above are finalised.

It may be noted, however, that nothing is known to the Board of Secondary Education, West Bengal, about any

active steps that may have been taken either by the Government of India or by the All-India Council for Secondary Education for preparation of suitable text-books in English.

V. As regards recommendation No. (7), the University wishes to record that the aim is the same as that defined by the All-India Council for Secondary Education.

The University, however, is of opinion that the aim should be confined to teaching pupils straightforward English.

The University is also of opinion that if the aim falls short of the requirement of students intending to join the University, provision will have to be made for raising the standard to the adequate level for those who propose to join the University.

The Board of Secondary Education, West Bengal, are examining the objectives of teaching English, recently defined by the All-India Council for Secondary Education, with a view to adjusting Syllabi and class room teaching.

VI. As regards recommendation No. (9), the University is of opinion that a Course of comparative literature should be prescribed for the Honours Course and Post-Graduate Students.

VII. As regards recommendation No. (10), while agreeing to it, the University feels that although the idea is good, qualified teachers are not available.

VIII. The University also agrees to the recommendations of the Commission in respect of the time to be given for teaching English at the Second Stage.

3. GUJARAT

This University is one of the first in India to take the bold step of switching over to the regional language as the medium of instruction in a progressive manner as per the statutory requirements enjoined on the University under the Gujarat University Act, 1949.

Section 4(27) of the Gujarat University Act requiring this University "to promote the development of the study of Gujarati and Hindi in Devanagari script and the use of Gujarati or Hindi in Devanagari script or both as a medium of instruction and examination ; provided that English may continue to be the medium of instruction and examination in such subjects and for such period not exceeding ten years from the date on which Section 3 comes into force, as may from time to time be prescribed by the Statutes ", has recently been replaced by Ordinance No. XI of 1960 dated 19th November, 1960 promulgated by the Governor of Gujarat, prescribing, " Provided that English may continue to be the medium :—

(i) of instruction and examination for such period as may from time to time be prescribed by the Statutes until the end of

November 1966 in respect of such subjects and courses of study as may be so prescribed.

(ii) of instruction and examination for such period as may from time to time be prescribed by the Statutes until the end of November 1968 in respect of Post-Graduate instruction, teaching and training in subjects comprised in the Faculties of Agriculture, Technology including Engineering and Medicine, and

(iii) of examination at two successive examinations in any subjects held next after the period prescribed under clause (i) or as the case may be, the period prescribed under clause (ii), in respect of those candidates who during such period have failed to appear in or pass the respective examination held with English as the medium of Examination in the same subjects.

In pursuance of the express provision made in the Gujarat University Act and now the aforementioned Ordinance, the authorities of this University laid down that Gujarati shall be the medium of instruction and examination, and have provided that non-Gujarati students and teachers will have the option, the former for their examination and the latter for their teaching work, to use Hindi as a medium if they so desire.

With a view, however, to ensuring smooth transition of the medium of instruction and examination, it has been provided that the use of English may be permitted upto November 1966, and that in the case of post-graduate instruction in the Faculties of Agriculture, Medicine and Engineering, upto November 1968, as may be determined by the Statutes. The University has, in the meanwhile, chalked out a timetable detailing the progressive implementation of the policy regarding the medium of instruction and examination.

We have explained the position of the medium of instruction and examination obtaining in this University at some length, as it appropriately reflects the views of the University on this question.

Most of the Universities in India have also adopted the policy of introducing the regional language as the medium of instruction and examination, which is in keeping with the policy adopted by the Government of India. While we agree that the change from English to an Indian language as a medium of instruction at the University stage should not be unduly hastened, it is also felt that the change-over should not be delayed for reasons which are either dilatory by nature or can otherwise be overcome by sincere and purposeful efforts.

The question of the medium at the University stage is directly connected with the grounding that the students entering the

portals of the University have had at the secondary stage. It is a patent fact that the Secondary Schools in India or at least in a majority of the States in India have introduced Hindi as a compulsory language and have adopted the policy of progressively removing English to a secondary position in the scheme of their curricula. It need hardly be added that this is in keeping with the express provisions of the Constitution and the policy adopted by the Government of India vis-a-vis development of Hindi as an official language for Inter-State intercourse. In the State of Gujarat, for example, the teaching of English is now being introduced at the eighth year as against the fifth year which was hitherto the case. This has an obvious effect that the equipment of English language with which the students now enter the University necessitates replacement of English by an Indian language as a medium of instruction and examination and the more this phenomenon is delayed, the worse it would be not only for the students concerned, but also for the English language itself. We are, therefore, of the opinion that all resources should be mobilised towards the development of Indian Languages, Hindi or the regional language, as the case may be, as the medium of instruction at the University stage and any difficulties that lie in the way should be removed as expeditiously as possible. It is also felt that under no circumstances should the introduction of an Indian language as the medium of instruction and examination in Indian Universities should be delayed beyond the year 1955 and the process that has been introduced by six or seven Universities, as mentioned on 2 page of the Report of the Committee appointed by the University Grants Commission, that have switched on to Hindi or a regional language as an alternative medium of instruction, should be expedited forthwith.

A question closely linked up with the change-over of the medium of instruction in the Indian Universities is the question of preparing adequate and suitable reading material in the respective regional languages. Indeed, all efforts and resources must be mobilised to build up this reading material, for which purpose generous financial assistance must be released by Government, and a machinery for co-ordinating the questions regarding translations, contractual arrangements, copyright position, block-making, etc. should be set up either by the Government of India or by a Central Body like the University Grants Commission or the Inter-University Board of India or any other autonomous body that may be set up in this behalf.

We should not, at this stage of educational development of our country, confuse the question of proficiency in English

with the question of medium of instruction. There cannot be any gainsaying that English is, and for several years to come, will continue to be an important language in the Indian Universities. It will also serve as an effective medium for International communication and no efforts should be spared to ensure that the standard of proficiency in English is maintained and even raised. It is, however, felt that the high level of proficiency in English which will be the need of a few in future in our country, should not be imposed as a *sine qua non* for higher education for all students in India. If, therefore, a large majority of the students have a working knowledge of English, so as to enable them to have an access to the advancing knowledge, particularly in the field of Science and Technology, it should be considered enough. This is not to deny that those who want to acquire specialised knowledge in literature and other humanities through the medium of English, should not be given an opportunity to do so. All that the Universities in India need to do is to strike an even balance regarding the relative claims of an Indian language as against the English language on the resources of time and energy of our students and to ensure that the vital question of the medium of instruction is not clouded by our present need for proficiency in English from the point of view more of comprehension than of expression.

It is gratifying for us to note that the policy of medium of instruction and examination adopted in this University and explained above is in conformity with what the Official Language Commission later on enunciated in its following findings:

- " 1. The Universities should have the freedom to decide for themselves whether they would adopt the regional language or Hindi as the general medium in their respective Universities.
- " 2. It may be left to the Universities themselves to decide in concert with each other, and after due deliberation in their established organs of consultation like the Inter-University Board, in what Faculties, particularly in the professional subjects and natural sciences, and at what stages, particularly whether in the Post-graduate stage, the teaching should be through a common medium of Hindi alone in all Universities on the displacement of the English medium.
- " 3. All Universities should, in any event, be required to arrange to examine students offering themselves for any University examination with Hindi as the medium of instruction.
- " 4. All affiliating Universities should also be under obligation to offer affiliation on equal terms to any Colleges or Institutions teaching through Hindi as the medium of instruction for any of their courses in the territorial jurisdiction of the University".

4. **JABALPUR** The Academic Council informs that Hindi has, for the past 4 years, *i.e.* since the inception of the University been the medium of instruction at the under-graduate stage in the Faculties of Arts, Science, Home Science and Commerce in this University. The change is working successfully and the Council is of opinion that there is no question of reverting to the English medium. The candidates who wish to offer the English medium, are, however, permitted to offer that medium almost in every case. English continues to be the medium in respect of professional courses.

As regards the M.A. and M.Com. courses, the candidates are permitted to write their answers in English as well as in Hindi. The number of such candidates writing their answers in Hindi for the M.A. and M.Com. examinations is, however, very small at present.

5. **KARNATAK** The position in this University is the same as that in the Andhra University. English continues to be the medium of instruction and we are not changing it without carefully considering the problem in respect of the availability of teachers, text-books and so on. All that we have done is to allow some colleges to teach the pre-university class in Arts only, through the medium of Kannada. We have not extended it to the degree classes.

6. **LUCKNOW** Option allowed to answer the B.A. and M.A. question papers in English or Hindi written in Devanagari script upto the examinations of 1961 but the existing practice may be continued for a further period of three years.

7. **BARODA** The University agrees with the resolution regarding continuing English to be the medium of instruction in the Universities till all the conditions are satisfied.

8. **MYSORE** This University is agreeable to the Board's opinion "that English should continue to be the medium of instruction in the Universities till all the conditions mentioned therein are satisfied".

9. **NAGPUR** At present all the 3 mediums *i.e.* English, Marathi and Hindi are being continued in this University.

APPENDIX G**UNIVERSITY GRANTS COMMISSION**

Meeting :

Dated 17th-18th Sept. 1959.

Item No.7

To consider the recommendations made by the All India Law Conference 1959 regarding Legal studies in the Universities.

The Indian Law Institute convened an All-India Law Conference on 26th, 27th, 28th and 29th March, 1959. One of the subjects for discussion in the Conference was Legal Education. A copy of the Conference's recommendations regarding this is enclosed (Appendix I). The Institute have requested that these recommendations may be considered by the Commission for implementation as far as possible.

In this connection it may be stated that some time ago the Commission had received a note on the subject of Legal Studies from the Secretary, Department of Company Law Administration, Ministry of Commerce and Industry (Appendix II). This note was sent to the Inter-University Board for advice. The Inter-University Board had set up a Committee and had desired that the expenses of the meeting of this Committee may be met by the University Grants Commission. As this could not be done, the matter was withdrawn from the Inter-University Board and the note prepared by Department of Company Law was sent to the following gentlemen for their views :

1. Shri S. Govindarajulu, Vice-Chancellor, Sri Venkateswara University.
2. Dr. A. A. A. Fyzee, Vice-Chancellor, Jammu & Kashmir University.
3. Shri S. Venkataraman, Principal, Law College, Andhra University, Waltair.
4. Shri P. N. Banerji, Principal, University College of Law, Calcutta.

Views were received from Shri Govindarajulu, Dr. Fyzee and Shri Venkataraman, but not from Shri Banerji. It was thereafter decided that the note be circulated for opinion to some other Universities and 19 Universities were addressed in the matter. Replies were received from 13 Universities and a summary of the replies is enclosed (Appendix III).

The recommendations of the All-India Law Conference are placed before the Commission. It is for consideration if these may be discussed at a joint meeting of the Inter-University Board and the University Grants Commission.

APPENDIX I TO ITEM NO. 7

Recommendations made by the All-India Law
Conference regarding Legal Education.

LEGAL EDUCATION

Reform and re-organization of legal education in India should be taken in hand on an All India basis and the Indian Law Institute will take necessary steps in that direction. Attempts should be made to improve the contents as also the methods of legal education. The standard to be maintained is to be definitely higher than at present.

It is the definite opinion of the Conference that legal studies should be under the Universities so far as the entire syllabus is concerned.

I. AIMS AND OBJECTS OF LEGAL EDUCATION.

The aims and objects of legal education should be to provide ;

- (a) education in law for citizens necessary for participating in the life of a democracy ;
- (b) knowledge and training in theory and practice that are required for the legal profession and judicial and administrative work ;
- (c) specialized legal studies in relation to business and public affairs ; and
- (d) training in research in law.

II. QUALIFICATIONS FOR ENTRANCE FOR THE LAW COURSE.

- (a) The Minimum qualification for admission into a law College to qualify for the degree (LL.B.) course in law should be a degree in any Faculty in a University. At the time of admission to the law class, the University should adopt methods for screening the candidates.
- (b) General knowledge in law may be included as one of the optional subjects in the course of studies for the degree course in Arts and in General Education. This is expected to provide a suitable background for the future entrants to the LL.B. Course.

III. COURSE OF STUDIES.

The following should form the compulsory subjects for the LL B. Course ;

1. Jurisprudence.
2. Constitutional law with particular reference to the Indian Constitution.
3. Law of Contracts including Negotiable Instruments, Sale of Goods and Partnership.
4. Torts.
5. Transfer of Property Act and Law of Easement.
6. Equity, Specific Relief Act and Trusts.
7. Personal Laws.
8. Law of Evidence.
9. Principles of Criminal Law including Indian Penal Code.

10. (a) Civil Procedure Code
(b) Criminal Procedure Code
11. History of Law and Legal Institutions in India.
12. Revenue and Tenancy Laws of the State.

Roman Law and Law of Real Property should be excluded from the course of studies.

In view of the increasing importance that some branches of law are gradually assuming in the changed pattern of the society, a minimum of three optional subjects should be available to the students. The following subjects are suggested for forming the optional groups ;

1. Administrative Law.
2. Law of Insurance.
3. Industrial Laws including Labour Laws.
4. Taxation Laws.
5. Company law.
6. Law of Local Bodies.
7. International Law (Public)
8. International Law (Private)
9. Construction of Deeds and Statutes
10. Comparative Law.
11. Drafting and Conveyancing.
12. Succession and Wills.

IV. DURATION OF THE COURSE.

- a. Law should be ordinarily studied by those who devote full time for the studies and not along with any other course or avocation. For such students the whole time course should cover a period of three academic years. The first two years should be occupied in the study of the compulsory subjects except the procedural laws, which along with the optional groups, should be taken up in the third year. The period of apprenticeship necessary for enrolment of Advocates in the High Courts should be covered during the third year for which the Universities in collaboration with the respective High Courts or Bar Councils as the case may be will be able to evolve a system.
- b. To enable people engaged in other pursuits of life to take advantage of studies in law which often times help improving their economic position and/or sense of citizenship, it is recommended that part time course for four years (comprising the same syllabus) should be provided during the morning or evening hours. For such of the students who intend to join the legal profession it may be considered whether the period of apprenticeship may be included within the last year.

V. TEACHERS OF LAW WHOLE-TIME OR PART-TIME.

The conference are of opinion that there should be in addition to whole time teachers of law part-time teachers as well.

VI. QUALIFICATIONS AND REMUNERATION FOR TEACHERS.

For future appointments the qualifications of teachers are to be as follows :—

1. Ordinarily a 1st Class LL.B. preferably an LL.M. for the posts of lecturers.
2. Ordinarily an LL.M. with research experience preferably with a Doctorate of laws for the post of Reader.
3. Ordinarily a Doctorate in Law with research publications for the post of Professor.

Experienced members of the Bar, though not fulfilling the above qualifications, may be invited to deliver either courses of lectures or as part-time teachers by the colleges.

The teachers of Law should be remunerated in the same way and on par with teachers in technical and other professional subjects like medicine and engineering.

VII. LANGUAGE.

For the time being English should be the language for instruction for the law course.

VIII. METHODS OF TEACHING.

(a) The present mass lecture system followed in many colleges is not conducive to draw the best of the teachers and students. In the opinion of the Conference drastic changes should be brought about in the teaching of law to achieve the objects enumerated above.

We recommend a system of teaching which will ensure more intimate relation between the teacher and the taught. There should be a proper teacher-pupil ratio. Instruction be imparted in addition to lectures, through Tutorials, Seminars, Moot Courts and by adapting the Case method to the needs of the students.

(b) It is absolutely necessary that the roll strength in each class, whether for lecture, tutorial or seminar etc., should be kept as low as practicable.

IX. EXAMINATION.

The Conference feel that the present system of setting questions and of evaluation encourages cramming and is not a sufficient or proper test to find out the knowledge or capacity of the students.

Reform of the examination system is intimately connected with the re-orientation of legal studies. It is desirable that immediate steps be taken in the following directions ;

1. Class work should be taken into consideration for assessing the proficiency of the students at the final stage. A certain proportion of the total marks should be assigned for class work. Class work will include tutorials, seminars and moot courts in addition to class examination and participation in class discussions.

2. The question papers are to be so set as to avoid the scope of rote or cramming from cram books. Stereo-typed questions are to be avoided. The questions are to be so framed as to test the capacity of the students to think independently and also to indicate to what extent they have grasped the principles of the subject of study.

3. The paper setters should be ordinarily persons who are or have been teachers of Law for at least 10 years experience in the profession and from the Bench.

4. For evaluation of the answer scripts at least 50% of the examiners are to be teachers of law with at least 3 years experience as teachers. Members of the Bar with at least 5 years experience may also be appointed.

5. At least 50% of the total number of examiners are to be external examiners, some of them being from other Universities.

X. LL.M.

In such of the Colleges where proper facilities are available steps should be taken to impart instruction for the LL.M. course.

Teachers for the LL.M. course should ordinarily be at least LL.M. with research and teaching experience to their credit, preferably a doctor of laws with experience.

XI. RESEARCH FACILITIES.

Research facilities should be provided by each University having a Faculty of Law with courses for LL.M. in collaboration with the departments of other Social Sciences including Sociology, Politics, Economics, etc.

XII. IMPLEMENTATION OF THE RECOMMENDATIONS.

Most of the recommendations made depend upon proper financial help for suitable accommodation, adequate library facilities, proper remuneration for the teachers and examiners and for examination work as also for carrying on research and publication of valuable research materials. The Conference record with pleasure the assurance given by Dr. Deshmukh, Chairman of the University Grants Commission who actively participated in the proceedings of the Committee, that financial assistance for improving legal education will be forthcoming.

APPENDIX II TO ITEM NO. 7.

Note regarding Legal Studies in the Universities.

It is understood that the syllabus of studies for the LL.B. or B.L. degrees of many of the leading Indian Universities, does not, at present, provide for any papers on mercantile or commercial law, including such important legislation as the Companies Act, Income-tax Act, the Estate Duty Act, etc. Some of these laws are important not only in the sense that they regulate, basically, the structure and functioning of the institutions operating in the organized private

sector of the country and are, therefore, essential to a proper understanding of the behaviour of this sector in relation to the economy as a whole, but also because, from the purely professional point of view, they are increasingly becoming the most remunerative branches of law for the legal practitioners of this country. The question, therefore, arises if it is right and proper that the more important of these laws should be excluded from the syllabus of studies for the LL.B. or B.L. degrees of our Universities.

2. In fairness to the authors of the present syllabi of studies for the law degrees in our Universities, it must be pointed out that the courses of legal studies in the leading British Universities also do not include mercantile or commercial laws of the type mentioned above. Thus, the syllabi of studies for the LL.B. degree of the London University or for Law Tripos II of the Cambridge University do not, it seems, include papers on, say, the English Companies Act or the Incometax Act of that country. But in that country, other professional authorities concerned with the regulation and development of legal studies, e.g., the Council of Legal Education, which prescribes the course of studies for the Inns of Courts in England have not only drawn up elaborate courses of studies, which include the more important of the mercantile and commercial laws, but have also carefully worked out an effective system of teaching and examination in these subjects for the prospective entrants into the legal profession. In this country, such professional authorities hardly function as effectively, even where they exist, with the result that very few States can claim to have made any satisfactory arrangements for imparting systematic education and training in these important branches of the law. The result is that, whereas in the U.K. the existing gap in the syllabus of studies for the law degrees in the Universities is adequately filled by other arrangements made by duly constituted and properly functioning professional bodies connected with legal education, in this country the present gap in our University curricula for legal studies remains practically unfilled.

3. It is possible that the present attitude of the universities in the U.K. and elsewhere, as of ours, towards the nature and scope of legal studies in universities may have been prompted by the view that the cultural content of these branches of law is not as high as their utility-content and that predominantly utilitarian or vocational studies are not a proper subject for university studies. It is, however, doubtful if this could have been the real determining factor, in as much as the syllabus of studies for the medical and engineering degrees include, by contrast, a large number of highly technical and practical subjects with very little cultural content, which are, nevertheless, of great practical importance and value to the prospective practitioners in medicine or engineering. If medical and engineering course of studies could include subjects of practical day to day importance, it is no good reason why the syllabus of studies for the law degrees should not also include such practical branches of the law as may be of sufficient material value and interest to the future practising lawyers. Besides, it is by no means clear that a study of the basic laws relating to the structure and working of the organized private sector, which is so essential to an understanding of its behaviour in the context of our social and economic policies, can be considered to be so devoid of cultural content as to be unworthy of any place in the curricula of studies for the university law degrees.

4. In any case, a careful re-examination of the issue raised in this note seems to be urgently called for. The essential inadequacies of the present situation arise from the facts that (a) after taking his final law degree from some of our leading universities, a graduate student in law may find himself ill-equipped to enter the profession of his choice and that (b) he further discovers, before long, that notwithstanding the hall-mark of the university (supplemented though it may be by another year of "practical training") the education and training which he received from his *alma mater* has not brought the relatively lucrative branches of the profession within his reach. It is on such thoughts that cynicism about university education and the resulting frustrations some times grow. While it is true that the primary object of University education is not to train students for particular vocations or professions, it is perhaps equally true that the professional courses of studies in the universities, e.g., in medicine, engineering or law cannot be entirely divorced from the practical realities and the requirements of these professions. In regard to those studies, at any rate, a proper synthesis between the fundamental values of university education and the pragmatic demands of the professional markets has to be prudently worked out : otherwise, in the long run, both university education and the quality of the professions may equally suffer.

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APPENDIX III TO ITEM NO. 7

1. UTKAL UNIVERSITY.

Mercantile Law is included in the LL.B. courses and Commercial Law is included in the B.Com & LL.M. courses of the University.

2. CALCUTTA UNIVERSITY.

The University has accepted the proposition propounded by the University Grants Commission and in their revised courses of studies in the LL.B. examination Mercantile Law, Commercial Law including the Indian Companies Act, Income Tax Act and the Estate Duty Act etc. have been included as elective subjects.

3. PATNA UNIVERSITY.

The papers on Mercantile Law or Commercial Law are included in the courses of studies for the B.L. Part I Examination of the University as one of the optional subject.

4. MYSORE UNIVERSITY.

It would be good if it is possible to provide for a few optional groups for the law course wherein some of the subjects of the Mercantile Law group and also a few other subjects could be included and further that it is desirable if the Mercantile Law is included in the syllabus for the Law course.

5. LUCKNOW UNIVERSITY.

Mercantile or Commercial Law is already covered to some extent by the existing syllabi for the LL.B. or LL.M. degrees of the University. In the opinion

of the University it is possible to intensify the teaching of these courses if further facilities in the form of additional staff and library equipment could be made available. A more detailed coverage of these subjects would be possible if the duration of LL.B. course is raised from 2 to 3 years. Under the limitations which exist the University has done its best to encourage the study of Commercial Law and allied subjects.

6. KERALA UNIVERSITY.

The University concurs with the view that Post-Graduate courses may be started in Mercantile Law and Commercial Law.

7. OSMANIA UNIVERSITY.

The Mercantile Law or Commercial Law has already been included in the syllabus in the papers on Contracts I and Contracts II. Taxation Law has been excluded from the scope of these papers. From the Academic point of view, the University is not in favour of the compulsory inclusion of the taxation Laws. If, these are made optional subjects other subjects being taught now as compulsory subjects will be affected.

The University is of the opinion that the value of studying Taxation Law, from the professional point of view cannot be over estimated and suggests that opportunities should be given to students who wish to specialise in such subjects. For this, post-graduate courses should be started where either a separate branch should be opened for Mercantile Law and taxation Law or they be included in the branches relating to them as Property and Contract Law.

Further a Diploma course of one year's duration may be opened to students who wish to specialise in Taxation Law.

8. KARNATAK UNIVERSITY.

The Mercantile Law is included in 1st year LL.B. course. The University authorities feel that inclusion of any additional topics at present would mean heavy syllabus for the existing examinations and students will not be able to cope up with it. If inclusion of Mercantile or Commercial Law is to be made compulsory, this can be achieved either by extending the present course by one year or in the post-graduate course. The knowledge of Commercial Law as at present given to the students is sufficient to qualify them to the profession of Law. The University is not in favour of including Taxation and Enactments Law in the legal studies as they are subject to constant changes. The inclusion of these subjects as optional subjects will be a tough job as it will be difficult to determine which of the present subjects should be dropped in favour of these.

9. DELHI UNIVERSITY.

The Mercantile Law is included in the LL.B. course, B.C.L. course, and LL.M. course. For the LL.M. course it is an optional subject. The University is not in favour of inclusion of Company Law as compulsory subject in LL.B. course. It has been made an optional as well as a special additional subject for the LL.B. course and is included as compulsory subject in B.C.L. and LL.M. course. Taxation Law can also be taken by the students as optional or additional subject by the LL.B. or proficiency students.

The Dean, Faculty of Law suggests that the general question of organising the Law Courses, should be considered by a Seminar constituted on All India basis.

10. ANDHRA UNIVERSITY.

The syndicate of the University is of the opinion that subjects like commercial or Mercantile Law can be accommodated only as optional subjects in as much as the B.L. Course is only of two years duration.

The Syndicate is further of the opinion that Diploma course in Law subjects like Commercial or Taxation Law may not be popular.

11. NAGPUR UNIVERSITY.

The subjects prescribed in the present LL.B. course are considered essential for a general practitioner and it is not possible to add other subjects. These can be included if the course is made a three years post-graduate course or to have a supplementary course in Commercial Law for one year after LL.B.

Mercantile Law is included in the optional groups of IInd year LL.M. course. The University thinks it possible to include one optional group of Tax Laws and Labour Laws in the same course. It is not possible to provide for these subjects as compulsory subjects unless the present course of 2 years is made 3 years course but the general opinion is against extending the present course by one year. The University suggests to include these subjects as optional for diploma course and LL.M. course.

12. BANARAS HINDU UNIVERSITY.

Some of the subjects comprised in the Mercantile Law are already included in the LL.B. course. The present LL.B. course has an extensive syllabus and the subjects are considered of basic importance and therefore it is not desirable to include new subjects.

If the taxation law is prescribed as optional subject or if a Diploma Course is started for it, the students are not likely to offer it in view of the already extensive syllabus.

The only way to include these subjects is to make the LL.B. course of three years. But this question ought to be considered from the all India point of view and should be introduced, more or less, on all India basis if at all.

13. ALLAHABAD UNIVERSITY.

The University is in through agreement with regard to the inclusion of Company's Act, Income Tax Act and Estate Duty Act in the LL.B. Courses. Income Tax Act and Estate Act should be compulsory papers.

14. ALIGARH MUSLIM UNIVERSITY.

The University authorities feel the inclusion of Mercantile Law and Taxation Law as important one in the field of legal practice. The Academic Council of the University has approved the inclusion of Mercantile Law in the syllabus for academic session 1959-60.

Copy of the U.G.C. Resolution on Item No.7 of the agenda of the meeting of the Commission held on 17th-18th September, 1959.

Item 7 ; To consider the recommendations made by the All-India Law Conference 1959 regarding Legal studies in the Universities.

Commission's Resolution ;

"It was agreed that the recommendations of the All-India Law conference be referred to the Inter-University Board in the first instance."

APPENDIX H

At the suggestion of Sir Richard Gregory in 1933, the Inter-University Board of India started the publication of the 'Bibliography of Doctorate Theses in Science and Arts accepted by Indian Universities.' From the beginning, the Bibliography has been the only source for such information and has consequently proved to be of great value. However, as the compilation is not by subjects and as there is no subject index at the end, some difficulty is experienced in using the Bibliography. In course of time, as the Bibliography becomes bulky, this difficulty would become more serious. It is, therefore, suggested that the Bibliography be prepared on the lines of "Doctoral Dissertations accepted by American Universities," published by the H.W. Wilson Company, New York. In this, the Theses are arranged first by subjects and then by Universities. There is also an author index at the end. This type of arrangement is more useful as the primary interest of the student is in the subject and not in the University.

Also, the publication of the Bibliography is very irregular. It is necessary that such a publication comes out regularly at the end of the academic year.

It is further suggested that the Inter-University Board also take up the work of publishing a list of theses which are in progress in the Universities in India. This list also may be subjectwise. In order to be useful to the teachers when they are considering the topics of investigation for their research students, such a list should be published in the first term of each academic year so that duplication and overlapping in research could be avoided.

APPENDIX I

The Chairman, University Grants Commission has desired that some definite procedure should be laid down in the matter of publication of the Ph.D. theses submitted by candidates to various Universities so that they may be available both in the University Libraries and in the University Grants Commission Library for reference by students and others interested in the subjects. Quoting the practice that is followed in some foreign countries, Chairman indicated that the writer of a thesis should always give a synopsis of his thesis and, as far as possible, the thesis accepted by a University should be printed and published. In regard to theses previously submitted and accepted, the Chairman proposed that an index list should be prepared by each University

and kept in their respective libraries for consideration by those interested in them and one copy of such index lists may also be sent to the University Grants Commission. For the future the Universities may be asked to insist on a synopsis for each thesis and send a copy of the synopsis to the University Grants Commission who may maintain lists and if necessary at appropriate intervals, say at the end of each year, get them printed also for reference purposes of all interested.

The Inter-University Board of India is already publishing two documents relating to the research work conducted in the Universities and the theses for the Doctorate Degrees awarded by them. The Board also publishes a Research list containing the list of the researches that are being carried on in the Universities in India and a Bibliography of Doctorate Theses accepted by the Indian Universities. It was however observed that these documents as now published are too belated to be of considerable practical use. It is suggested that these matters may be discussed at a meeting of the Inter-University Board of India.

APPENDIX J

Report of the Sub-Committee on the recommendations of the Seminar on National integration, organised by the University Grants Commission in April, 1958.

Perhaps one of the most salient features of the history of India since its very beginning is the conflict between the centripetal and centrifugal forces. In the past, there were occasions, when one strong power in India had been able to assert its authority over others in the country and for the time being brought about some kind of unity, as for example, during the Mauryan and the Gupta period and later on under the Mughals and the British. It is, however, difficult to say whether apart from some kind of political unity, real national integration was ever achieved in India. Regional differences were always there; but at the same time, there was a common pattern of culture in all the different parts of India. Religion has been a very important cohesive factor, as far as the bulk of Indian population is concerned. Local diversities and differences, however, have always persisted. Foreign invaders had come over to India from time to time, but in course of time, they got assimilated with the Indian pattern of society and lost their separate identity. In case of foreign Muslim invaders, though they did not get assimilated with the rest of the population, yet they made India their home and absorbed many features of Indian culture in their life and influenced in their turn the pattern of Hindu culture and society. The Hindus, who got converted to the Mohammedan religion, retained their Hindu culture and mode of life and even to some extent the social pattern of Hindu society. When the British occupied India, they always remained as foreign invaders looking down upon the local population and formed an exclusive colony of their own. This engendered a strong opposition to the British rule and brought about an artificial unity among the people of India. The unity, however, which this opposition created among the people of India

to this common enemy was purely negative. There never was a real national integration, and immediately after the withdrawal of the British, the fissiparous tendencies began to assert themselves. The creation of linguistic States has tended to accentuate local differences and the linguistic loyalty seemed to override the sense of national loyalty. If India is to have a real national unity, and if complete national integration is to be achieved, conscious efforts will have to be made to inculcate in the people a real sense of India's unity.

Universities can play a significant role in this process. If, however, universities become merely centres of linguistic loyalty and tend to emphasise regional diversities and regional history and culture, the task of national integration would become extremely difficult.

The universities, therefore, must as far as possible, retain an all-India character. In every university apart from the large majority of regional students, there must be a fair sprinkling of students from other parts of India. In the same way, the teaching staff should not exclusively be drawn from one region, but they should be drawn from all parts of India, so that the best available talents could be made available for the universities. With the tendency to encourage the mother tongue as the medium of instruction, the interflow of students and teachers from various parts of India would become difficult. The universities should, therefore, encourage the study of a national language, if the country can arrive at any decision about what it should be, and in the mean time English, which is the most important international language, should also be retained as the medium of instruction.

Broadly speaking we agree with the main conclusions of the 3 discussion groups of the Seminar on National Integration, as given on pages 60 to 64 of the proceeding of the 35th Annual Meeting. We would, however, point out that conclusion no. 1 is not the immediate concern of the universities. In regard to conclusion no. 3 given on page 61, we would point out that while it is desirable and necessary to set up departments of other Indian languages in the universities, particularly one of northern Indian in the southern universities and *vice versa*, it may not be possible for the universities to tackle the problem of transliteration of selected works in each language in the scripts of other languages. This might well be left to other organisations like the National Book-Trust, the Sahitya Akademy, etc. patronised by the Government of India.

In regard to conclusions nos. 4 to 6 on page 62, while we agree that it is necessary to adopt common technical terminology in all the Indian languages, the other suggestions made will only be possible, if the University Grants Commission or the Government of India help the universities with funds for the work of translating important text books, in various subjects into the regional language.

In this connection, the Government of India should not select text books for translation either into Hindi or into any of the regional languages, without consulting the university concerned. At present, the Government of India suggests a list of text-books which are to be translated. This work might well be left to the university concerned and the expenditure incurred by the university

in the translation of selected text books either from English into the regional language or Hindi, should be entirely borne by the Government of India.

The other recommendations of the Seminar are more or less of an advisory character and we see no objection to accepting them.

Sd. D. C. Pavate,

Sd. J. M. Mehta,

Sd. S. Govindarajulu.

APPENDIX K

MINISTRY OF DEFENCE

The Himalayan Mountaineering Institute was inaugurated by the Prime Minister on the 4th November 1954 with the following objects :—

(a) *Character and Leadership Training*

(b) *Mental Training*

(i) To create correct attitude in the student in order that he may view mountaineering as an art and not purely a physical activity.

(ii) To stimulate the desire to mountaineering expedition and the exploration of unknown areas, thereby removing fear of the unknown and thus creating incentive to endeavour.

(iii) To awaken interest in and love of mountains and to develop pride in learning the art of mountaineering.

(iv) To teach in outline scientific subjects that deal with all aspects of mountains and mountaineering.

(v) To make available to the students suitable relevant literature and reading material.

(c) *Physical Training*

(i) To teach the student how to make himself comfortable and to preserve his health in his new environment.

(ii) To toughen his body and so increase his resistance to cold, hunger and fatigue.

(d) *Technical Training.*

To teach the student practical and theoretical Mountaineering techniques and to adopt or modify them in accordance with accepted developments.

2. The Institute is functioning under the management of an Executive Council of which the Prime Minister is the Chairman. The Institute has been registered as a private body under the Societies' Registration Act XXI of 1860 in West Bengal. The Institute is financed by grants received from the Central Government, West Bengal Government and donations, etc. from various sources.

3. The Institute runs two types of Courses both Basic and Advance. So far the Institute has trained 494 persons in the Basic Course and 49 in the Advance Course.

4. With a view to giving a fillip to Mountaineering and evoking interest and focussing enthusiasm among the youth, the All India Council of Sports at its meeting held on the 6th August 1960 constituted a committee to study the aspect of Mountaineering as a sport and to recommend to the Ministry of Education how it can be encouraged in the country.

5. The recreational aspect of Mountaineering has been recognised as an integral part of the Educational system. The Estimates Committee of the Lok Sabha have also emphasised that Mountaineering should form a part of the education system of the country. The Council of Sports have, therefore, recommended that highest priority should be accorded to Mountaineering as a Sport and to encourage the youth of the country it suggested that all the Universities should establish Mountaineering Clubs so that the youth of the country may be assisted to undertake mountaineering and should receive necessary encouragement to explore the yet little known regions of the country.

6. That this spirit is a valuable means of character building youth activity requires no emphasis and as such it should interest all educationists, particularly the Vice-Chancellors of Universities.

7. In view of above it is recommended that all the Universities should establish Mountaineering Clubs with the guidance and assistance of Himalyan Mountaineering Institute, Darjeeling.

APPENDIX L

At its last meeting the Inter-University Board recommended that the various Universities should consider allowing deaf students to appear as private candidates for non-technical examinations. It is essential for other categories of handicapped students like the blind and the orthopaedically handicapped to be allowed similar concessions if they are to have adequate educational opportunities.

At present there is no full fledged secondary school for blind children in the country. Some blind children attend normal schools and appear for the Matriculation and other examinations through these institutions. It is, however, by no means easy for them to secure admission into normal institutions.

Although the less severely orthopaedically handicapped are about to secure admission into ordinary schools, it is extremely difficult for the more severely crippled to seek admission into or attend normal schools. There are no special institutions which prepare orthopaedically handicapped children for the Matriculation or other university examinations.

It is possible for many blind and orthopaedically handicapped students to appear for non-technical examinations. In order that they may not be deprived of the opportunity of taking these examinations and thus qualifying themselves for remunerative employment, it is desirable that they should be per-

mitted to appear as private candidates for non-technical examinations not involving practical training.

It is usually necessary for the blind and sometimes for the orthopaedically handicapped students to have the services of an amanuensis. Some of the universities insist on these amanuenses being less qualified than the examinees.

In case the amanuenses are not adequately qualified, they are not able to take down the answers with reasonable speed and thus interrupt the trend of thought of the examinees. Moreover, they are apt to make spelling and other errors which may make an adverse impression on the examiners. In order that physically handicapped students may have a fair deal, it is desirable that they should be provided with competent amanuenses who could be trusted by the universities.

Sometimes physically handicapped students prefer to write their own answers. It is felt that they should be encouraged to do so as this puts them on an equal footing with other candidates. This facility is often needed by blind students who cannot write with their own hands but can use an ordinary typewriter. It is felt that it will be desirable for the universities to permit the blind and other students who wish to typewrite their answers to do so. In addition to giving a measure of freedom to physically handicapped students, this practice will give the examiner a better idea of the capacities of the students.

Finally, it is extremely difficult for blind students to take up Science subjects. Since Science subjects are usually compulsory for the Matriculation or equivalent examinations, blind students may find it extremely difficult to appear for these examinations unless they can be exempted from taking up Science subjects.

In view of the need to encourage all handicapped students to receive a good general education, it will be desirable to exempt blind students from taking up a Science subject. They could instead be asked to choose an Arts subject. This is by no means a new practice. It is followed abroad as well as in this country. For instance, the London University permits blind students to choose an Arts subject instead of a Science subject. The Punjab University also does the same.

In view of what has been said above, the Inter-University Board may kindly consider the possibility of adopting a comprehensive resolution recommending the grant of the various concessions enumerated above to the Indian Universities. The adoption of this resolution, it is felt, will go a long way in promoting the education of the handicapped.

APPENDIX M**TERMS AND CONDITIONS FOR THE APPOINTMENT OF A
PAID ASSISTANT SECRETARY**

- (1) The candidates should have good education, preferably be graduates, and should have had experience of working in some sports organisation in an administrative or preferably organising capacity.
- (2) The candidates should not ordinarily be less than 35 years of age.
- (3) The appointment shall be made by the All India Council of Sports on the basis of the selection made by a Selection Committee consisting of three members to be appointed by the Standing Committee of the Council and one nominee of such Federations/State Sports Councils as have asked for the services of paid Secretaries.
- (4) The Secretaries shall work under the control of the Federations and State Sports Councils and be responsible to them. The All India Council of Sports will remain the appointing authority and will retain the right to transfer them from one Federation/Council to another after 5 years, unless of course a transfer is made earlier through mutual agreement. The power to dismiss or terminate the services of a Secretary shall be vested in the All India Council of Sports.
- (5) A lump sum grant equal to the salary of the Secretary will be paid to the Federation/Council concerned for a year and the Federation/Council shall be responsible for payment to the Secretary every month. T.A. and D.A. of the Secretary will be paid by the Federation/Council concerned from out of its own funds.
- (6) The appointment shall be made for a period of one year in the first instance.

APPENDIX N

INTER-UNIVERSITY SPORTS, 1959-60

Report of the Secretary

At the 19th Annual Meeting of the Inter-University Sports Board which was held at Sringeri on 13th May, 1959 the following venues for the conduct of the various Inter-University Sports and Games were decided upon.

TOURNAMENTS	ORGANISING UNIVERSITIES				
	East Zone	North Zone	South Zone	West Zone	All India finals
Athletics (Men & women with Gymnastics, Weight lifting and best Physique competitions)					Agra
Badminton (Men & Women)		Patna	Kerala		Kerala
Basketball		Lucknow	Sri Venkateswara		Lucknow
Boxing					Madras
Cricket	Calcutta	Delhi & S. finals	Mysore	Poona & S. finals	Delhi
Football	Utkal	Jammu & Kashmir & S. finals	Anna-malai	Baroda & S. finals	Jammu & Kashmir
Hockey (Men)	Banaras	Jabalpur & S. finals	Osmania or Kerala	Karnatak & S. finals	Jabalpur
Kabaddi					Nagpur
Kho-Kho (Men & Women)					Gujarat
Swimming					Calcutta
Tennis (Men)		Allahabad	Sri Venkateswara		Shri Venkateswara
Volleyball (Men)		Rajasthan	Nagpur		Nagpur
Wrestling					Agra
Table-tennis					Bihar
Hockey (Women)					Jabalpur
Tennis (Women)					Allahabad
Volleyball (Women)					Lucknow

In some cases the venue decided by the Sports Board had to be changed for various reasons. On my request Madras University kindly agreed to conduct the South Zone Cricket Tournament as Mysore was unable to conduct the same. The University of Rajasthan was unable to conduct the North Zone Volleyball Tournament for Men and Lucknow University kindly undertook the responsibility.

The Hockey (Men) South Zone tournament was at first taken over by Kerala University since both Osmania and Madras were unable to conduct it. Later on, however, even Kerala could not find it possible to conduct the Tournament as during the period when the tournament was to be held, the General Elections to the State Legislative Assembly were scheduled to be held. Sri Venkateswara University was requested to undertake the responsibility and it is gratifying to note that they undertook this responsibility even though only a very short notice was given to them. Similarly the venue of the Inter-University Tennis Tournament (North Zone) for Men and Inter-University Tennis Tournament for Women had to be changed because Allahabad University which was originally given this responsibility was closed *sine die* as a result of the disturbances there. Aligarh Muslim University then very kindly agreed to undertake the conduct of these events. There was a good deal of misunderstanding as to the venue of the All India Finals in the Men's tournament as a result of which the University of Ceylon which was the winner of the South Zone had to come to Aligarh for which journey they were quite unprepared, and finally got a walk over from Calcutta, winner of the North Zone. I am sure much inconvenience and hardship was caused to the Ceylon team and it is really heartening to note that they went through it all with cheer.

For the first time last year Gymnastics, Weight Lifting and Best Physique competitions were included as one of the items in the Inter-University Tournaments and the Sports Board resolved when they met in Srinagar that this should be held along with Athletics. Accordingly Agra University conducted this tournament this year. The University points out that it would be better if Gymnastics, Weight Lifting and Best Physique competitions were held separately and the suggestion has been included in the Agenda for the consideration of the Sports Board.

Volleyball (women) was also included in the Inter-University Tournaments for the first time and Lucknow University conducted it this year.

The division of the country into four zones for the conduct of tournaments in Cricket, Hockey and Football in 1958 continued this year also. Some Universities have expressed their views on the advisability of continuing this four zone system and the question has been included in the Agenda for consideration.

The reports received from the Organisers of the various Inter-University sports and games indicate that all the games and sports were held in a spirit of healthy rivalry, arousing great enthusiasm both among the participants and the spectators. Mention may be made of the football tournament held in Srinagar, for the second year in succession, which was witnessed by about 20 to 30 thousand people on each day of the tournament.

Last year the attention of the members was drawn to withdrawal of teams from the tournaments at a late stage and it was pointed out that considerable hardship is caused as a result of these withdrawals, especially at a late stage. I regret to have to point out that this year also there have been a large number of withdrawals. Apart from hardship to the participating Universities, embarrassment to the Organising University also results if teams withdraw without sufficient notice. I would like to cite the instance of Kho-Kho and North Zone Hockey (Men) where no match could be played on the opening day as per programme. In view of all this I have to reiterate my request to the Sports Officers to make an earnest endeavour to see that after sending the entries no withdrawals are made ; but, if a withdrawal becomes unavoidable, then sufficient notice may be given as required under our rules.

As already mentioned Ceylon University entered the Inter-University Tournament this year also in Tennis. Our thanks are specially due to them for having participated in the event, coming from such a great distance. Calcutta University, winner of the North Zone, conceded a walk over and thus Ceylon emerged winners for the second year in succession. In the Women's event, however, there has been a very poor response and only three Universities participated. This is, however, an improvement on last year when only two Universities participated !

In Boxing too, only four Universities participated although there were as many as 39 entries for individual events. The University of Bombay has won this event for the third year in succession.

Nagpur University has won the Inter-University Kabaddi Tournament for the third year in succession.

This year I was in Agra to witness the Inter-University Athletics event. I should think our University men and women put up a very creditable performance. The arrangements made by the Agra University authorities were excellent.

From the reports received from the Organisers the following are the results of the various tournaments :—

TOURNAMENTS	WINNERS	RUNNERS-UP
Athletics etc. (Men)	Delhi	Panjab
Athletics etc. (Women)	Panjab	Poona
Badminton (Men),	Bombay	Panjab
Badminton (Women)	Bombay	Jabalpur
Basketball	Bombay	Panjab
Boxing	Bombay	Madras
Cricket	Delhi	Bombay
Football	Osmania	Calcutta
Hockey (Men)	Jabalpur	Nagpur
Hockey (Women)	Panjab	Poona

Kabaddi	Nagpur	Bombay
Kho-Kho (Men)	Poona	Baroda
Kho-Kho (Women)	Poona	Gujarat
Swimming	Calcutta	Bombay
Diving	Bombay	Delhi
Water Polo	Calcutta	Bombay
Tennis (Men)	Ceylon	Calcutta
Tennis (Women)	Panjab	Delhi
Volleyball (Men)	Osmania	Panjab
Volleyball (Women)	Allahabad	Delhi
Wrestling	Panjab	Poona
Table tennis	Bombay	Delhi.

I should be glad if the Organisers of Inter-University Tournaments send me their reports soon after the Tournament is concluded. This year I have had to send reminders both by letter and telegrams. This is a great strain on the small staff of the Inter-University Board. I request, therefore, that Organisers may kindly send me their reports early as it becomes impossible to prepare my own report without these reports from the Organisers.

On the 9th, 10th and 11th of January, 1960, an All India Inter-University XI played a Cricket match against the visiting Australian team at Bangalore, the fixture having been very kindly allotted by the Board of Control for Cricket in India. The Selection Committee constituted by the Sports Board in Srinagar watched the several players deputed by the Universities and a strong team was selected. The young team put up a very brave performance and it is very creditable for our team to have been able to draw the match against the strong Australian team. In this connection I would like to say a few things regarding the constitution of the Selection Committee for choosing our team. The Board of Control for Cricket in India points out that they are not represented in the Selection Committee now whereas until 1957 their Chairman of the Selection Committee used to be the Chairman of our Selection Committee also. The correspondence exchanged between the Board of Control for Cricket in India and myself have already been circulated to the members and a suitable item has also been included in the Agenda.

The Ministry of Education in the Government of India requested the Inter-University Sports Board to send a scheme for the promotion of Sports and Games during the III Five-Year Plan Period. The Government of India itself had set up a Committee for drawing up a programme of development of sports and games and our scheme was required to be submitted before that Committee. As there was very little time to consult the members I had requested Prof. D. B. Deodhar, Shri L. K. Govindarajulu, Shri S. C. Nanda, Shri B. B. L. Saxena and Shri V. N. Bhide to kindly meet at Poona and draw up a scheme for submission to the Government. This Committee met at Poona on 7th November, 1959, under the Presidentship of Prof D. B. Deodhar and drew up a well thought-out integrated programme for the development of sports and games which indicated the priorities to be given keeping in view the financial

implications as well. This programme has been submitted to the Government of India as requested. A copy of it was also sent to the members for information.

I am glad to report that the University of Bihar has given a trophy for award to the winners of Badminton (Men) tournament. Vikram University is considering the award of a trophy for Kho-Kho (Men) and it is hoped that it will be available for award during 1960-61. Trophies are required for Volleyball (Women), Gymnastics, Weight Lifting and Best Physique competitions. I hope some University will come forward to award these trophies.

It is my pleasant duty to thank on behalf of the Inter-University Board all the Organisers for the kind co-operation and the trouble they have taken in Organising successfully the various Inter-University tournaments.

Delhi.

(V. K. Ayappan Pillai)

15-3-1960.

Secretary.

APPENDIX O

INTER-UNIVERSITY BOARD OF INDIA, DELHI.

BUDGET ESTIMATE FOR THE YEAR 1961—1962

INCOME		EXPENDITURE	
	Rs. aP.		Rs. aP.
1. Contribution from constituent Universities ;		1. Salary and Allowances	37,518 70
11 x 2000 = 22,000		2. Provident Fund	2,082 16
11 x 1500 = 16,500		3. Telephone & Electricity charges	600 00
16 x 1000 = 16,000		4. House Rent	4,800 00
	54,500 00	5. T. A. to Members & Staff for Board and Standing Committee Meetings	30,000 00
excluding Rangoon.		6. T. A. to Conference Delegates or Advisory Committees	11,000 00
2. Government of India Grant	60,000 00	7. Printing and Publications	19,750 00
3. Interest on Fixed Deposits	1,225 00	8. Contingency	7,000 14
		9. Furniture	3,500 00
	1,15,725 00		1,18,251 00

V. K. AYAPPAN PILLAI

Secretary.

INTER-UNIVERSITY BOARD OF INDIA, DELHI.

DETAILS OF SALARY, PROVIDENT FUND AND ALLOWANCES (ON YEARLY BASIS)

	<i>Salary</i>		<i>Allowances</i>		<i>Provident Fund</i>		<i>Details of Publications</i>	
	Rs.	nP.	Rs.	nP.	Rs.	nP.	Rs.	nP.
1. Secretary							Handbook	10,000 00
Rs. 1,000 × 12	12,000	00	0	00	960	00		
							Research List	4,000 00
2. 1st Assistant								
550 × 12	6,600	00	2,295	00	528	00	Bibliography	500 00
							Annual Report	1,000 00
3. 2nd Assistant								
190 × 8 = 1,520							Bulletin	750 00
200 × 4 = 800	2,320	00	1,312	00	185	60		
							Agenda	1,000 00
4. 3rd Assistant								
160 × 3 = 480							Proceedings	1,700 00
170 × 9 = 1,530	2,010	00	1,281	00	160	80		
							Miscellaneous	800 00
5. 4th Assistant								
150 × 6 = 900								
160 × 6 = 960	1,860	00	1,266	00	76	80		
6. 5th Assistant								
100 × 3 = 300								
105 × 9 = 945	1,245	00	1,108	50	99	60		
7. P. A. to Chairman								
150 × 12 = 1,800	1,800	00	0	00	0	00		
8. Two peons								
38 × 12 = 456	456	00	705	60	36	48		
36 × 8 = 288								
37 × 4 = 148	436	00	703	60	34	88		
9. Sweeper								
10 × 12 = 120	120	00	0	00	0	00		
	28,847	00	8,671	70	2,082	16		19,750 00

APPENDIX P**ROY MALHOTRA & CO.***Chartered Accountants*

The President,
Inter-University Board of India,
13, Lucknow Road,
DELHI.

Kashmere Gate,
Delhi.
17.9.1960.

Dear Sir,

Having completed the audit of the accounts of the Inter-University Board of India for the year ended 31st March, 1960 we have pleasure in sending you herewith the following statements :—

1. Receipts and Payments Account for the year ended 31st March, 1960.
2. Receipts and Payments Account of Sports Board for the year ended 31st March, 1960.
3. Provident Fund Account for the year ended 31st March, 1960.
4. Receipts and Payments Account of Committee to consider University Education in Journalism for the period ended 31st March, 1960.
5. Receipts and Payments Account of Committee of Legal Studies for the period ended 31st March, 1960.

Our comments on the accounts are as under :—

I. Furniture Hire Rs. 870.37 :

The Standing Committee had sanctioned Rs. 3,000 for the purchases of office furniture. No furniture, however, was purchased during the year but a sum of Rs. 870.37 was spent as Hire for Furniture. The expenditure needs your approval.

II. Office Shifting Expenses Rs. 3546.78 :

During the year the office of the Board was shifted from Madras to Delhi. Rs. 2,507.41 were paid to Secretary and members of staff as T. A. and Rs. 1,039.37 were spent on transportation charges of the office records and equipment. Since the expenditure was not provided in the Budget, it needs your confirmation.

III. Biological Conference held from 28.1.1959 to 30.1. 1959 Rs. 1754.71 :

The above expenditure includes Rs. 1,462.08 the travelling expenses of two delegates of Rangon University which were outstanding last year and Rs. 292.63 the cost of printing of proceedings of the Conference. As already reported Rs. 1,965.60 were spent last year over and above the grant. A further grant to cover the excess expenditure is still awaited.

IV. Closing Balances as on 31.3 1960—Rs. 1.32.676.38 :

Imprest with Secretary Rs. 106 :

Rule 15 of the Part IV of the Inter-University Board Manual 1956 (Office Procedure) allows keeping of an imprest upto Rs. 100. We, however, noted

that an imprest more than this limit was normally kept. We understand that this becomes necessary in view of the alround increase in the activities of the Board. In case you agree you may recommend a suitable amendmet of the Rules.

INTER-UNIVERSITY SPORTS BOARD OF INDIA :

I. Subscription in arrears :

Subscription from Gujarat University for the year amounting to Rs. 250 has been not received.

We are grateful to the Secretary and the staff for their kind cooperation in conducting the audit.

Yours faithfully,

ROY MALHOTRA & CO.

Chartered Accountants

INTER-UNIVERSITY RECEIPTS & PAYMENTS ACCOUNT FOR

RECEIPTS

To Opening Balances :

Imprest with Secretary.	97	94		
Cash with State Bank of India.	33,046	26		
12 Year Post Office National Savings Certificates.	15,115	00		
Treasury Savings Certificates.	35,000	00		
12 Year National Plan Savings Certificates.	35,000	00		
Deepawali Loan Recoverable.	114	00	1,18,373	20

Annual Contribution :

(i) Calcutta University for 1958-59.	2,000	00		
(ii) Contribution from 39 Universities.	55,500	00	57,500	00
„ Recurring Grant received from Government of India.			36,500	00
„ Grant from Govt. of India for the consideration of University Education of Journalism			2,000	00
„ Grant from Govt. of India for the expenses of a Committee on Legal Studies.			1,500	00
„ Sale of Publications.			276	74
„ Interest on Treasury Savings Certificates.			1,225	00
„ Sale of Old Papers.			400	56
„ Sale of one Almirah and steel racks			388	00

TOTAL 2,18,113 50

BOARD OF INDIA, DELHI.**THE YEAR ENDED 31st MARCH, 1960.****PAYMENTS**

By Salaries.			27,446 44
„ Boards Contribution to Provident Fund.			1,772 56
„ Bank Commission			66 48
„ Printing.			14,495 74
„ Office Rent.			2,800 00
„ Travelling Expenses :			
Paid to Delegates for Chandigarh Conference.	6,060	68	
T. A. to Members for Board & Standing Committee Meetings.	15,294	01	21,354 69
„ Telephone & Electricity Charges			223 13
„ Furniture Hire.			870 37
„ Contingencies etc. (Including postage & Audit Fee etc.),			4,212 49
„ Office Shifting Expenses :			
T. A. paid to Secretary & Staff.	2,507	41	
Transport Charges of Office Articles from Madras to Delhi.	1,039	37	3,546 78
„ Inspection of Rural Institutes :			
T. A. paid to members of the Committee.	4,347	14	
Postage.	77	79	4,424 93
„ Journalism Committee Expenses :			
T. A. paid to members of the Committee.	1,024	47	
Postage.	16	63	1,041 10
„ Law Committee Expenses :			
T. A. paid to members of the Committee	1,422	75	
Postage.	4	95	1,427 70
„ Biological Conference held from 28-1-59 to 30-1-1959 :			
T. A. paid to Rangoon University Delegates.	1,462	08	
Printing Charges of Conference Proceedings.	292	63	1,754 71
„ Closing Balance as on 31-3-1960 :			
Imprest with Secretary.	106	00	
Cash with State Bank of India, Delhi.	47,267	38	
12 Years Post Office National Savings Certificates.	15,115	00	
Treasury Savings Certificates.	35,000	00	
12 Year National Plan Savings Certificates.	35,000	00	
Deepawali Loan Recoverable	188	00	1,32,676 38
TOTAL			Rs. 2,18,113 50

AUDITORS' REPORT ;

Subject to our separate report of even date, we certify the above Receipts and Payments Account of the Inter-University Board of India, Delhi for the year ended 31st March, 1960 to be correct and in accordance with the books and vouchers produced to us.

(Sd.)

ROY MALHOTRA & CO.

Chartered Accountants

Kashmere Gate.

DELHI. 17.9.1960.

INTER-UNIVERSITY SPORTS RECEIPTS AND PAYMENTS ACCOUNT FOR

RECEIPTS

To Opening Balances as on 1.4-1959 :

Balance with the State Bank of India, Delhi.	17,613	60	
Cash in hand.	18	91	
Postage.	0	10	17,632 61
„ Subscription from 38 Universities.			9,500 00
„ Protest Fee.			25 00

TOTAL Rs. 27,157 61

BOARD OF INDIA, DELHI.**THE YEAR ENDED 31ST MARCH 1960.****PAYMENTS**

By Salary.		2,304	00
„ Travelling Allowances paid to the Secretary and Assistants.		3,879	33
„ Travelling Allowance and Expenses to the members of Selection Committee for selecting Universities Cricket XI.		1,582	30
„ Postage.		656	71
„ Affiliation Fee paid to Board of Control for Cricket in India.		250	00
„ Insurance Premium on Trophies.		576	93
„ Office Rent.		1,200	00
„ Contingency Expenses.		103	23
„ Bank Commission		21	08
Closing balances as on 31.3. 1960 :			
With State Bank of India, Delhi.	16,543	26	
Cash in hand.	37	38	
Postage.	3	39	16,584 03

TOTAL Rs. 27,157 61

AUDITORS' REPORT

We certify the above Receipts and Payments Account of the Inter-University Sports Board of India, Delhi for the year ended 31st March, 1960 to be correct and in accordance with the books and vouchers produced to us.

(Sd.)

ROY MALHOTRA & CO.
Chartered Accountants

Kashmere Gate,
DELHI, 17.9.1960.

**INTER-UNIVERSITY
STAFF PROVIDENT FUND ACCOUNT FOR
DR.**

To Opening Balances as on 1-4-1959 :			
With State Bank of India on Savings Bank Account. 13,520 15			
In Government Securities 3% I development Loan 1970/75.			
	4,987	82	18,507 97
" Contribution by Board			
	1,772		56
" " " Staff			
	1,772		56
" Recovered from Shree K. Shiva Ram.			
	68		00
To interest realised during the year :			
On Government Securities.			
	104	50	
On Savings Bank Account.			
	179	74	284 24
Total Rs.			22,405 93

BOARD OF INDIA, DELHI.**THE YEAR ENDED 31st MARCH, 1960.****By Bank Charges.**

0 67

By Balances of Fund as on 31.3 1960 :

With State Bank of India on Savings Bank Account.

17,416 84

In Government Securities 3% I Development Loan 1970/75.

4,987 82

*22,404 66

TOTAL Rs

22,405 33

The following are the details :Amount due to the employees ;*

Mr. V. K. Ayappan Pillai

10,565 23

,, T. Mitra.

7,656 11

,, K. Shiva Ram.

3,282 23

,, M. S. Ramamurthi.

386 50

,, K. S. Parameswaran.

143 58

Miscellaneous.

371 01

22,404 66

Checked and found Correct.

Kashmere Gate,
Delhi.

Dated ; 17.9.1960.

(Sd.)

ROY MALHOTRA & CO.

Chartered Accountants

**COMMITTEE TO CONSIDER UNIVERSITY
RECEIPTS AND PAYMENTS ACCOUNT FOR**

RECEIPTS

To Grant from Government.

2,000 00

TOTAL Rs. 2,000 00

EDUCATION IN JOURNALISM

THE PERIOD ENDED 31st MARCH, 1960.

PAYMENTS

By Travelling Allowances paid to members of the Committee.	1,024	47
, Postage.	16	63
„ Excess of grant over the Expenditure made by the Inter-University Board of India to be adjusted in further grants from the Government for this very object.	958	90
TOTAL Rs.	2,000	00

AUDITORS' REPORT

We certify the above Receipts & Payments Account of the Journalism Committee held at Mysore University for the period ended 31st March, 1960 to be correct and in accordance with books and vouchers produced to us.

Kashmere Gate,

(Sd.)

DELHI.

ROY MALHOTRA & CO.

Dated ; 17.9.1960.

Chartered Accountants

**COMMITTEE ON
RECEIPTS AND PAYMENTS ACCOUNT FOR**

RECEIPTS

To Grant from Government,	<hr/>	1,500 00
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TOTAL Rs. 1,500 00

LEGAL STUDIES**THE PERIOD ENDED 31st MARCH 1960.****PAYMENTS**

By Travelling Allowances paid to the members of the Committee.	1,422	75
„ Postage.	4	95
„ Excess of grant over the expenditure made by the Inter-University Board of India to be adjusted in further grants from the Government for this very object.	72	30
TOTAL	Rs. 1,500	00

AUDITORS' REPORT

We certify the above Receipts & Payments Account of the Committee on Legal Studies for the period ended 31st March, 1960 to be correct and in accordance with books and vouchers produced to us.

Kashmere Gate,

(Sd.)

DELHI.

ROY MALHOTRA & CO.

*Dated ; 10.9.1960.**Chartered Accountants.*